THE USE OF CONTEXT IN TEACHING GRAMMAR AND ITS INFLUENCE ON EFL SECONDARY SCHOOL STUDENTS' ACHIEVEMENT IN GRAMMAR RULES

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ABSTRACT
This study aims at finding out the use of context in Teaching grammar and Its influence on EFL Secondary school students 'achievement in Grammar Rules.To achieve the aims of the study, null hypotheses have been put on after being subjected to experiment. Fifth stage of secondary school (female) students' in the city center of Masin , during the second term of the academic year 2017-2018. The sample of the study consists of (64) subjects, (32) students represent the experimental group, and (32) students represent the control group. While the control group has been taught by using " English for Iraq '5th preparatory SB, the experimental group has been taught by using grammar in context book .The researchers taught both the experimental group as well as the control group. The result of study shows that there is no a significant statistical difference between the mean scores of the development of the experimental group taught by "Grammar in context book" of the pretest and the posttest.
Key words: Grammar in Context, Achievement

1. Introduction
1.1   The Problem and its Significance

 Through the researchers' experience as English teachers, they confirm that it is difficult for the students to receive the English language rules and apply them practically and functionally. In addition to that English teachers always complain of the low level of students' achievement in English. All this in turn triggered the researchers conduct this study which is based on teaching grammar in writing contexts, to give students an opportunity to use it practically. The researchers hope that this study will contribute in improving the students' level in using grammar and also in providing teachers with an effective strategy of grammar teaching. So the problem of this study can be formulated in the following major question: What is the effect of teaching grammar in writing contexts to enhance using "grammar in context books" on Developing Students' Achievement in Grammar**?**

The following questions are derived from the researches questions:
1. What are the objectives of grammar lessons intended to be enhanced through   "grammar in context books" for the fifth secondary?
2. Are there statistically significant differences at ($\alpha > 0.05$) between students' mean scores of the control group and the experimental group in the achievement test?

1.2 The Aim of the Study:
Finding out the use of context in Teaching grammar and Its influence on EFL Secondary school students 'achievement in Grammar Rules.

1.3 The Hypotheses:
The following hypotheses were derived from the main question:
1. There are statistically significant differences at ($\alpha > 0.05$) between students' mean scores of pre and post application of the achievement test of the experimental group in favor of posttest.
2. There are statistically significant differences at ($\alpha > 0.05$) between students' mean scores of the control group and the experimental group in the achievement test in favor of experimental group.

1.4 Value of the study
The value of the study is dedicated by the following facts:
1.The importance of the use of context in teaching grammar and its influence on   EFL Secondary school Students' achievement in grammar rules.
2. Providing researches and studies' students with the results of the current studies, tools and the procedure for conducting similar studies in the future.

1.4 Limits of the Study

The current research is limited to:

1- A sample of fifth stage of secondary school (female) students in the city center of Masin , during the second term of the academic year 2017-2018.

2- Grammatical subjects , as established in the curriculum English For Iraq(unit 5.6.7) for control group and "Grammar In Context book "for experimental group

1.5 Definition of the Terms

1.5.1 Context

The researchers adopt the following definitions:

Kokshetau (2007: 23) states that, context means the situation or body of information, which causes language to be used.

1.5.2 Grammar in Context

 It is a guide to some key features of English grammar. Exploring grammar in context is different from traditional grammar books because many of the examples are taken from real contexts of grammar in use. These authentic examples show speakers and writers using the language to communicate in a wide variety of contexts. Like most grammar books which often illustrate grammatical forms by means of single sentences, several of the examples involve single sentences. But in here, the emphasis on grammar in context means that the examples also frequently contain several sentences or short conversational extracts and show grammar at work across the boundaries of the sentence or the individual speaking turn. This technique regularly draws attention to grammar as choice and gives the learner opportunities to exercise grammatical choice in relation to particular contexts in which the language is used (Carter et al., 2000: vii). Many learners are likely to use English to learn another subject during their education and the choice of text tries to reflect this fact. Some texts contain information which learners should find interesting or challenging. The intention in general is that language should have a familiar context and that learners should have something to use language for. Within each unit, exercises range in difficulty. This allows learners to build up their confidence with the simpler, more familiar tasks before moving onto the more challenging ones later in the unit (Michael Vince,2012:3,Charles and Alessandro, 1992).

2. Theoretical Background

2. 1. Types of Context

There are a number of different context types, the students' world, the outside world and formulated information.

• **The students' world** can be a major source of contexts for language presentation. There are two kinds of students' world. Clearly we can use the physical surroundings that the students are in - the classroom, school or institution. But classrooms and their physical properties (tables, chairs, windows, etc.) are limited. The students' lives are not constrained in the same way, however, and we can use facts about them, their families, friends and experiences.

• **The outside world** provides us with rich contexts for presentation. For example, there is an almost infinite number of stories we can use to present different lenses. We can also create situations where people speak because they are in those situations, or where the writer describes some special information. This is especially useful for the practice of functional language. We can ask students to look at examples of language which show the new language in operation, though this last category can sometimes have no context. These three sub-categories, story, situation or language, can be simulated or real. Most teachers are familiar with 'made-up' stones which are often useful for class work: real stories work well too, of course. In the same way they can create the simulation of an invitation dialogue, for example. But here again they could also show students a real invitation dialogue. In general it can be said that real contexts are better simply because they are real, but they may have complexities of language.

• **Formulated information** refers to all that information which is presented in the form of timetables, notes, charts etc. Once again teachers can use real charts and timetables, growth statistics, etc.

3. Research Design and Method

Experimental research design: is "an experiment where the researcher manipulates one variable and controls/randomizes the rest of the variables. It has a control group and experimental group, the subjects have been randomly assigned between the groups, and the researcher only tests one effect at a time" (Shuttleworth, 2008).

In order to test the hypotheses of the study, an experimental research design was used. The sample of the study was divided into two groups: an experimental group and a control group. The researchers applied the experiment on the experimental group to identify the effect of Grammar in Context to enhance using grammar functionally for fifth stage. On the other hand, the control group was taught in the ordinary way. The researchers explained the strategy of Teaching Grammar through teacher's guide and lesson plan for each class .

3.1 The Population
It covers all fifth -grade students who are studying at Al-Bayan School for Girlsin Masin, in the 2nd semester in the academic year (2017/2018). They are (64) students distributed in (2) classes.

3.2 The Sample of the Study
The study sample is selected purposefully from AL-Bayan Secondary School for Girls in Masin. Two classes of the study population are selected; the first class of (32) students present the experimental group and the second of (32) students present the control group. The sample is selected from the same school to be equivalent in the social, cultural, economic and academic levels.

3.3 Instrument
The researchers used two instruments to achieve the aim of the study:
1. Grammar achievement test
2. A teacher's book and lesson plan for (3) lessons from the second semester of the academic year (2017- 2018) based on teaching grammar in writing contexts strategy. Each lesson has worksheets and evaluation sheets for students to work out.

3.3.1 Grammar Achievement Test
The grammar achievement test was prepared by the researchers to measure the students' achievement in the grammatical rules .

4.1 Presentation of Results
The current chapter deals with the data obtained to present the total scores of the test. The results can be stated as follows:
**1.** One sample T-test for correlated groups has been used in order to know if there is a significant difference between the results of the pretest and posttest of in each group, namely the experimental and control groups. This has been done to test the first main hypotheses which state that:
1.1 "There are statistically significant differences at ($\alpha > 0.05$) between students' mean scores of pre and post application of the achievement test of the experimental group in favor of posttest ".

In this respect, a significant statistical difference has been found in the experimental group, at (0.05) significance level and (14) degrees of freedom, between pretest and posttest scores and in favour of the posttest of speaking skill of the Experimental Group .See Table (7).
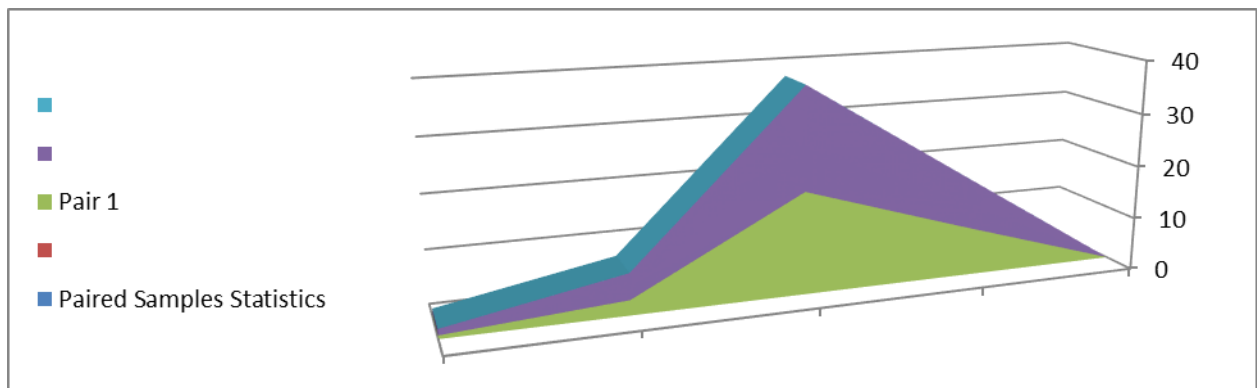
N=15T-tabled value at (0.05) level, (14) df=1.67   (Ferguson, 1976:487)

T-Values calculated	Differences Results		Test Means		Linguistic aspects
	SD.	Mean	Pre-test	Post-test	
1.23	1.04	8.33	8.33	5.53	The Test
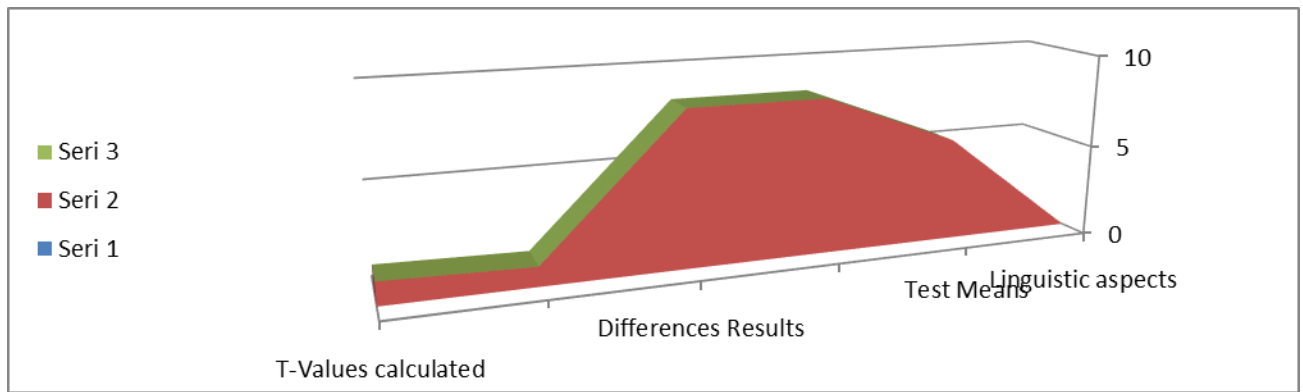
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	BEFOR	9.3684	19	2.79306	.64077
	AFTER	9.5789	19	4.84557	1.11165

4.2 Discussion of Results

In the current study, the results show that there has been a significant statistical difference between students' mean scores on posttest for the experimental group taught by using Grammar in context and the control group taught by using conventional method in favor of the former. Such results may be attributed to the following:

1- The influence of using Grammar in context in teaching English, which results in substantially, increased students'development.

2- The influence of using grammar in context in teaching language skills, it has been found to facilitate learning and provide meaningful contexts in which the various language skills can be practiced and developed. It is also a style which provides the pupils with an opportunity to practice communication, for the sake of developing his/her speaking and writing ability.

5.1 Conclusions

In the light of the results arrived at, the following concluding point can be stated:

1.Using Grammar in context can be considered as an activity style in teaching English for fifth secondary students', because of the positive effectiveness on the development of English language skills.

2. The use of Grammar in context correctly developed, vocabulary, and grammar, also developed spelling of writing skill.

5.2 Recommendations

In the light of the results which are arrived at and an attempt to develop speaking and writing skills, the researcher recommended the following:

1- Teachers should use Grammar in context that are useful to their students' in order to enhance students' proficiency and help them to achieve their goals.

2- The prescribed textbook must provide more passages , aim to develop language skills.

3. The teacher's guide must involve the steps of using Grammar in context and the procedure of preparing them.

4- Providing secondary schools with some games which are related to the prescribed textbook and appropriate to the level of the students.

5- Educational administration should provide Grammar in context in training English teachers.

5.3 Suggestions

Based on the findings of the current research, the researcher suggests carrying out the following studies:

1- The influence of using Grammar in context on the development of some English language skills of male students.

2- The influence of using Grammar in context on students' achievement at the elementary or intermediate level and attitude or interest.

3- students' attitudes towards the use of the Grammar in context in TEFL in the higherschools.

4- Carrying out similar studies on other language skills.

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Appendix (1)