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TEACHING GRAMMAR IN CONTEXT FOR A2 LEVEL SCHOOL LEARNERS

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Annotation:

The article discusses the significance and effectiveness of teaching grammar in context for A2-level learners. It emphasizes the shift from traditional rote-learning methods to communicative and contextual approaches, which align with principles like Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT). The article explores strategies such as integrating grammar with skill development, using contextualized activities, employing technology, and implementing task-based methods.

Keywords: Context, grammar, A2, CLT, TBLT, strategies

Introduction

Teaching grammar is a fundamental component of language education, especially for A2-level learners who are at the stage of developing basic communicative competence. The aim of teaching grammar in context is to enhance learners' ability to use grammatical structures naturally and appropriately in real-life situations. Traditional approaches, which focused on rote memorization and isolated exercises, have shifted toward communicative methods where grammar is integrated into meaningful contexts. The topic is highly actual as A2 learners often face challenges in bridging the gap between knowing grammar rules and applying them effectively in communication.

Grammar instruction has evolved significantly over the years, shifting from rote memorization and drills to more communicative and contextual approaches. Teaching grammar in context emphasizes the integration of grammatical structures into meaningful activities and real-life situations, fostering learners' ability to use



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the language effectively. Grammar serves as the backbone of any language, enabling learners to structure their thoughts coherently and express themselves accurately. At the A2 level, students are expected to grasp basic grammatical structures, such as present continuous, past simple, and comparatives, to communicate effectively in everyday contexts. Teaching grammar in isolation often results in limited retention and usage. Therefore, teaching grammar in context has become a more effective method, aligning with the principles of Communicative Language Teaching (CLT) and task-based learning.

Scholars such as Thornbury (1999) highlight the importance of contextualized grammar instruction, arguing that "grammar is best taught when learners see its application in meaningful contexts rather than isolated sentences." Similarly, Widdowson (1978) emphasizes that language learning involves not only mastering rules but also using them appropriately in communication.

Main Body

Teaching grammar in context helps learners see the connection between grammatical rules and their practical application. As Widdowson (1978) noted, language learning is not just about acquiring linguistic competence but also communicative competence. Contextualized grammar instruction allows learners to focus on meaning and usage, making learning more engaging and effective.

For A2 learners, this approach is particularly beneficial because it:

- Reduces the cognitive load of abstract grammar rules.
- Encourages the use of grammar in authentic situations, promoting retention.
- Aligns with the principles of the Communicative Language Teaching (CLT) approach.

Strategies for Teaching Grammar in Context

a) Integrating Grammar with Skills Development

Grammar can be taught through listening, speaking, reading, and writing activities.

For instance:

- **Listening and Speaking:** Using dialogues to teach verb tenses (e.g., present continuous in discussing current activities).



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- Reading and Writing: Analyzing texts for grammatical structures and applying them in writing.

Nunan (1990) highlighted that integrating grammar with language skills provides learners with opportunities to practice and internalize structures within meaningful contexts.

b) Using Contextualized Activities

Activities like storytelling, role plays, and games provide natural contexts for grammar use. For example:

- A role play about shopping can teach modal verbs (e.g., can, may, must).
- Storytelling exercises can introduce past tense forms while encouraging creativity.

c) Employing Visual Aids and Technology

Visual aids such as charts, timelines, and videos contextualize grammar lessons effectively. Technology also plays a key role, as suggested by Jamol Jalolov, in creating engaging grammar lessons through multimedia tools.

d) Task-Based Language Teaching (TBLT)

TBLT involves tasks that require learners to use grammar in meaningful ways. For example, learners might complete a project where they write a simple report using specific grammar structures, such as comparatives or superlatives.

Despite its advantages, teaching grammar in context poses challenges, such as time constraints and varied learner proficiency. Solutions include:

- Prioritizing frequently used grammar points for instruction.
- Scaffolding tasks to cater to different proficiency levels.

In teaching grammar in context an assessment also should focus on both form and function. Techniques like peer feedback, self-assessment, and performance tasks can evaluate learners' ability to use grammar accurately and appropriately. Shohamy (1996) emphasized the role of dynamic assessment in aligning evaluation methods with instructional goals.

Practical applications:

1. Integrating Grammar into Real-life Situations: One effective strategy is embedding grammatical structures into real-life scenarios. For instance, when teaching the past simple tense, students can share personal anecdotes or narrate



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past events. Activities like "A Day in the Life" or creating timelines allow learners to practice the tense naturally while improving their speaking and writing skills.

2. **Task-based Grammar Activities:** Task-based activities encourage learners to focus on communication while using grammatical structures accurately. An example is a "Lost and Found" activity, where students describe lost items using adjectives and prepositions of place (e.g., "It's a small, red bag under the table"). Such tasks motivate learners to use the target language purposefully.

3. **Using Dialogues and Role-plays:** Dialogues and role-plays are particularly useful for contextual grammar practice. For example, teaching modal verbs (can, could, must) through role-playing scenarios, such as making polite requests or giving advice, enables learners to practice grammar authentically.

4. **Visual and Multimedia Resources:** Incorporating multimedia resources like videos, pictures, and online tools can enhance contextual grammar teaching. For example, short video clips can demonstrate grammar in action. Students might watch a video showing people giving directions, then practice using imperative sentences (e.g., "Turn left," "Go straight").

5. **Grammar Games:** Games like "Grammar Auction," where students bid on grammatically correct sentences, or "Sentence Building Relay," where teams create sentences using specific grammatical structures, can make learning engaging and interactive.

Conclusion

Teaching grammar in context for A2 level learners transforms abstract rules into practical tools for communication. By integrating grammatical structures into meaningful activities and real-life situations, teachers can enhance students' comprehension and application of grammar. Contextualized grammar teaching aligns with modern pedagogical approaches, making the learning process engaging, effective, and student-centered. As Thornbury (1999) aptly states, "Grammar, when contextualized, becomes a means to an end rather than an end in itself." By adopting these methods, educators can help learners build a solid grammatical foundation while fostering their ability to communicate effectively in English.



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