

RESEARCH TITLE

The Significance of Context and Discourse in Learning EFL Grammar in Iraqi Secondary Schools

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Abstract

The current study implies showing the vital role of the importance of context and discourse in teaching EFL grammar to Iraqi secondary school students. This study clearly shows that since English grammar is a complex and abstract system of rules that govern how language is structured and used, it can be hard for Iraqi EFL secondary school students to realize and understand the logic system of English grammar especially when they encounter exceptions, variations, and contradictions. One of the problems that Iraqi EFL secondary school students encounter when learning English grammar is that grammar is often misunderstood as a hindrance to communication. In addition, this study plays an important role in helping Iraqi EFL secondary school students acquire necessary information about many theatrical and practical aspects of learning English grammar. Furthermore, the present study presents some important detailed information about the linguistic and educational processes of learning English grammar and some other related concepts such as linguistic context and discourse. Consequently, the current study arrives at some important conclusions that clearly show that context has a crucial role in learning EFL grammar to Iraqi secondary school learners because adult learners learn best when they practice, and apply what they learn to their own learning experiences. Equally important, this study concluded that discourse plays a vital role in learning grammar since discourse provides a framework for understanding how language is used in real world context.

Key Words: EFL grammar; Context; Discourse; Iraqi secondary school students; Grammar teaching.

أهمية السياق اللغوي والخطاب النصي في تعلم قواعد اللغة الإنجليزية كلغة أجنبية في المدارس الثانوية العراقية

المستخلص

تهدف الدراسة الحالية إلى إبراز الدور الحيوي لأهمية السياق والخطاب في تدريس قواعد اللغة الإنجليزية بوصفها لغة أجنبية لطلبة المرحلة الثانوية في العراق. وتوضح هذه الدراسة أن قواعد اللغة الإنجليزية، باعتبارها نظامًا معقدًا ومجردًا من القواعد التي تحكم بنية اللغة واستخدامها، قد يصعب على طلبة المرحلة الثانوية العراقيين الدارسين للغة الإنجليزية كلغة أجنبية إدراك نظامها المنطقي وفهمه، ولا سيما عند مواجهتهم للاستثناءات والتنوعات والتناقضات. ومن المشكلات التي يواجهها طلبة المرحلة الثانوية العراقيون عند تعلم قواعد اللغة الإنجليزية أن القواعد غالبًا ما يُساء فهمها على أنها عائق أمام التواصل. كما تؤدي هذه الدراسة دورًا مهمًا في مساعدة هؤلاء الطلبة على اكتساب المعلومات الضرورية حول العديد من الجوانب النظرية والعملية المتعلقة بتعلم قواعد اللغة الإنجليزية. علاوة على ذلك، تقدم الدراسة الحالية معلومات تفصيلية مهمة حول العمليات اللغوية والتربوية المرتبطة بتعلم قواعد اللغة الإنجليزية، وبعض المفاهيم ذات الصلة مثل السياق اللغوي والخطاب. وبناءً على ذلك، توصلت الدراسة إلى مجموعة من الاستنتاجات المهمة التي تبين بوضوح أن للسياق دورًا حاسمًا في تعلم قواعد اللغة الإنجليزية كلغة أجنبية لدى طلبة المرحلة الثانوية العراقيين؛ إذ إن المتعلمين البالغين يتعلمون بصورة أفضل عندما يمارسون ما يتعلمونه ويطبّقونه على خبراتهم التعليمية الخاصة. وبالقدر نفسه من الأهمية، خلصت الدراسة إلى أن الخطاب يؤدي دورًا حيويًا في تعلم القواعد، لأنه يوفر إطارًا لفهم كيفية استخدام اللغة في سياقات الحياة الواقعية.

الكلمات المفتاحية: قواعد اللغة الإنجليزية كلغة أجنبية؛ السياق؛ الخطاب؛ طلبة المرحلة الثانوية العراقيون؛ تدريس القواعد.

1. Introduction

Grammar, being a linchpin of a language, has witnessed ups and downs in the language Teaching/learning process. On one end of the spectrum, incorporating grammar into language learning is Not supported and is viewed as unnecessary. Supporters of this view, like Krashen (1983), believe that a replication of naturalistic acquisition of L1 in the classroom would be sufficient to learn the target language, so that mere exposure to comprehensible input would pave the way towards internalizing the grammar rules Subconsciously. On the other end of the spectrum stand the advocates for integrating grammar into language Learning; they assert that language acquisition can be fostered by formal instruction. Such diversifying Views created a plethora of approaches and methods used for teaching grammar. Since grammar is a means to an end, and a vehicle by which words settle appropriately, poor Command of it will constrain the learners' language development (Thornberry, 2009, Ellis, 2006, Azar, 2007).

According to Larsen-Freeman (2003), "the benefits of teaching grammar are numerous; grammar is Seen as an essential component of language, a system that learners can use for their communicative needs", " and a tool that allows them to say more than what they already know". Also, learning grammar can facilitate The internalization of its syntactic system, thus implementing the development of accuracy and fluency. "Grammar is the backbone of a language and furnishes the basis for a set of language skills: listening, Speaking, reading", and writing, and without it the product text will be broken, uneducated, or Incomprehensible. Hence, "grammar is the structural foundation of the ability to express oneself and produce Grammatical acceptable utterances in the language" (Widodo, 2006). The more students are aware of how it Works, the more they can monitor the meaning and the way they use language, which can foster precision and detect ambiguity. Therefore, with such an understanding of grammar and concise vocabulary to use, Students establish an interlanguage that is fluent and applicable to meaningful communication.

1.1 Problem of Study

The main problem is that this research addresses that grammar is a complex and abstract system of rules and patterns that govern how language is used. It can be hard for adult learners to grasp the logic and rationale behind grammar rules, especially when they encounter exceptions, variations, or contradictions. Teachers need to simplify grammar explanations as much as possible, and use clear examples, visuals, and analogies to illustrate grammar points. Teachers also need to avoid overwhelming learners with too much grammar information at once, and focus on the most relevant and useful aspects for communication.

Furthermore, Second problems are grammar relevance that adult learners often have specific purposes and contexts for learning a language, such as work, travel, education, or personal interest. They may not see the value or necessity of learning grammar that does not relate to their goals or situations. Teachers need to make grammar relevant and meaningful for learners, and show how it can help them improve their language skills and performance. Teachers also need to link grammar to authentic texts and tasks, and expose learners to different genres, registers, and styles of language.

1.2 The Aim of the Study

"One of the aims when teaching EFL Grammar to Adult Learners is to help language learners develop and accomplish automatization during the learning process. This process not only involves the use of the target language accurately with little cognitive effort, but also it makes the explicit knowledge become implicit allowing the language learners to lose awareness of the structure over time" (De Keyser, 2003). Bybee (2008), for example,

emphasizes the significance of grammar as an automatic behavior where learners can utilize these forms without conscious awareness, mimicking native speakers who do not recognize the elements or significance of the various grammatical structures they employ for communication.

The current study tries to achieve the following objectives:

1. To present a theoretical and practical framework for learning English grammar in Iraqi secondary schools.
2. To help Iraqi EFL secondary school learners develop linguistic skills in learning English grammar.
3. To investigate the effect of context in learning English grammar in Iraqi secondary schools.
4. To investigate the effect of discourse in learning English grammar in Iraqi secondary schools.
5. To develop Iraqi EFL secondary school learners' automatic behaviour in using and applying English grammatical rules in context.

1.3 Hypothesis of the Study

The Role of Context and Discourse in Teaching EFL Grammar to Adult Learners. The central hypothesis of this book is that:

1. Teaching EFL grammar to adult learners is a very difficult process.
2. Teaching EFL grammar to adult learners is a very problematic process.
3. There is an essential role for context and discourse in teaching EFL Grammar to adult learners.

1.4 Procedure of the Study

1. Reviewing the literature about the role of context and discourse in Teaching EFL grammar to adult learners in general.
2. Collecting the data related to the role of context and discourse in teaching EFL grammar to adult learners.
3. Analyzing the data.
4. Drawing some conclusions about the current study.

1.5 Limits of the Study

The limits of this study covers different concepts such as grammar, context, And discourse. In addition to stating the role of context and discourse in teaching EFL grammar to adult learners.

1.6 Value of the Study

This study is very important in showing the importance of the role of Context and discourse in teaching EFL grammar to adult learners, in addition to Explanation of some concepts such as grammar, context, and discourse. The current study emphasizes the importance of context and discourse in learning English grammar. The study proposes that context and discourse can develop the automatic behaviour in EFL secondary school learners when using and applying grammatical rules in communication and discourse. Furthermore, this study clearly explains some linguistic concepts such context and discourse.

2. Literature Review

2.1 Teaching Grammar to Adult Learners

The experience of adult learners can be quite nerve-wracking when considering entering a classroom, as they fear that their mature identity may be misjudged. Consequently, "they prefer to be in a learning or educational environment that differs from younger learners, who often abide by the rigid discipline that teachers may impose in the classroom". (Abouserie, 1995). "The typical age of attaining adulthood is believed to start at 18, although this could vary among different countries. Human adulthood encompasses psychological adult development where students or people become competent in mastering their mother tongue" (Birren & Schaire, 2006).

In reality, acquiring a language requires time and effort. "This is due to the fact that the learning process is generally organized into structured schedules and programs where learners absorb the input and utilize the experiences they gain in classrooms. Adult learners' situations typically differ from those of young learners since they have additional social responsibilities. " Therefore, "a particular approach or solution that aligns with the abilities and sensibility of adults has consistently been explored. It is evident that adult students seem to be unsatisfied with their performance, and teachers must develop innovative teaching strategies and activities to address such circumstances" (Pinter, 2012).

Certainly, there are specific advantages that define adult language learners. For instance, "adult learners can offer conceptual insights. They can indeed make advancements in learning a language, even at a later point in their lives. This is because they often depend on thoughtful, sensible exercises of their significant mental capabilities, unlike children whose language acquisition occurs innately. " This suggests that we do not need to solely rely on activities like games and songs – although these might be appropriate for some learners.

"Adult language learners generally bring a wealth of life experiences to draw from. From these experiences, they hold expectations regarding the learning journey, and it is probable that they possess their own learning frameworks" (Pinker, 2007).

Overall, adults typically prefer to exhibit more self-discipline than some teenagers. Additionally, they often have unique abilities to persist in the face of difficulties. They arrive in classrooms with an impressive array of experiences that allow educators to present a varied range of activities alongside them. However, "dissimilar to young children and teenagers, adults usually have a vivid apprehension of the purpose of their learning and what are their ultimate objectives" (Harmer, 2001, p. 40).

"Nonetheless, motivation is a critical factor in effective learning.

It is an essential part of the learning process. Adults are competent to keep up a level of motivation by maintaining an ultimate goal that teenagers find more challenging. However, this does not mean at all that adults are totally problem-free learners". They might encounter certain challenges that sometimes hinder the rate of understanding the educational tasks. For instance, they may struggle with the instructional methods, since their prior and/or past academic experiences may have equipped them for a particular teaching style. "Such a style that may not make them at ease with unexplored teaching patterns. Further, adult learners could be unfriendly to certain learning activities". "Many gray-haired adults are concerned that their cognitive capacity may shrink with the passage of time. They are anxious to keep their inventive competence alive, and to preserve a sense of creative contribution that aims to leave a positive legacy of the self for the future" (Qinhua et al., 2016).

"Nevertheless, esteemed educators consider all of these factors. They understand that their

adult students are frequently prepared to engage in an activity that extends beyond one intended for younger learners". In addressing adults, instructors must focus on facilitating student participation in a more indirect learning approach across all aspects of receptive (reading and listening) and communicative skills (speaking and writing). Adult learners might be described as more proficient in tasks that require cognitive involvement or tasks that call for genuine social interactions. "The poor impact of learning experience that adult learners may have been through is usually watered down by experienced teachers". "It is important to reduce the concerns of failure by presenting tasks which are accomplishable, and to make tasks adaptable to the learning taste of adult learners with the needed effects and results" (Lucardie, 2014).

Teaching grammar is regarded as one of the most significant subjects that has garnered considerable focus in EFL pedagogy. This field of study has undergone many debates and research efforts and continues to be an active area of inquiry. Over the years, researchers have attempted to tackle questions such as whether grammar instruction is needed and, if so, what the best approaches for teaching it are. There has not been agreement on these questions; along with developments in associated areas like linguistic theories, studies on first and second language learning, language philosophy, and psychological theories of learning, the answers have differed greatly.

Teaching grammar has played a basic role throughout the world history of language teaching. In the last few years, this question asked about if teaching grammar help learners in learning a foreign language. According to Hinkel (2002), one of the most important earliest approaches to teaching grammar is the grammar translation approach, which is characterized by the retention of rules and an absence of interactive activities.

According to Larsen Freeman, grammar can be described as a system of significant structures and patterns that are regulated by specific pragmatic constraints (p. 521). "A crucial element of the definition provided above is that it includes three dimensions concerning morpho-syntactic and lexical patterns – form, meaning, and use, rather than solely information linked to form." The first of these, 'form', actually pertains to "how a specific grammar structure is built and how it is ordered with other structures in a sentence or text" (Larsen-Freeman 2001, p. 252). In other words, it includes features such as prefixes, suffixes, inflections, the configuration of phrases and clauses, and the organization of words. The 'meaning' dimension pertains to what a particular structure or word denotes, taking into account both 'lexical' and 'grammatical' viewpoints (Larsen-Freeman 2001, p. 252). "The lexical meaning refers to what is found in a typical dictionary, whereas the grammatical meaning would include information regarding the functions of phrases and clauses." "The last dimension, 'use', addresses inquiries such as when a speaker is likely to employ this specific structure to convey content and also context-specific variations of that specific structure" (Larsen-Freeman 2001, p. 252-3)

2.2 The Definition of Context

According on Kokshetau (2007: 23), context can be described as "Context denotes the situations or compilation of information that triggers language use. It acts as a reference for specific vital elements of English grammar. Analyzing grammar within its context distinguishes it from traditional grammar materials as many examples originate from real-life scenarios where grammar is utilized." "Similar to many grammar texts that typically represent grammatical forms through single sentences, a number of the examples involve isolated sentences." However, In this situation, the emphasis on grammar in context suggests that the examples frequently encompass several sentences or short dialogue snippets and exhibit grammar operating beyond the confines of the sentence or the separate speech turn. This

method continually emphasizes grammar as a selection and offers learners opportunities to utilize grammatical options concerning specific contexts in which the language is employed.

Many students are expected to utilize English to study another subject throughout their academic journey, and the selection of text aims to represent this reality. Certain texts include details that students should find engaging or thought-provoking. The overall goal is for language to exist in a recognizable context and for learners to have a purpose for using the language. Within each section, tasks vary in complexity. This enables learners to gain confidence with the easier, more familiar activities before progressing to the more difficult ones later in the section. (Michael Vince, 2012:3, Charles and Alessandro, 1992).

2.3 The Definition of Discourse

"The experts concur that there is a lack of consensus regarding the notion of 'discourse' from a linguistic perspective. The illustrations given below exemplify several prevalent viewpoints: (1) discourse is an extension of a language unit that goes beyond the sentence" (Stubbs, 1983); (2) discourse is "more than merely words in clauses" (Martin and Rose, 2007, p. 1); (3) discourse is "a semantic unit, a unit defined not by form but by meaning" (Halliday and Hasan, 1976, p. 2). "Divergent definitions will certainly result in different emphases within research areas. It is, nonetheless, essential to observe that linguists as a group highlight language and its usage during discourse analysis. "Therefore, when clarifying the term 'discourse,' they generally include relevant aspects such as context and participants in their analysis, which not only form critical theoretical components of their study but also affect or impose constraints on the practical application of discourse analysis".

3. Data Collection and Description

3.1 The Rule of Context in Teaching EFL Grammar to Adult Learners

"Grammar and context are frequently intertwined to such an extent that suitable grammatical selections can solely be made by considering the context and aim of the communication" (Nunan, 1998: 102). "Certain benefits of this method are that learners come across the target language in a genuine or almost genuine setting, where they observe or listen to the target language before needing to focus on it" (Riddell, 2003: 46). Utilizing dialogues is an effective technique for instructing grammar. "The incorporation of dialogues in grammar instruction is effective because dialogues typically align with learners' expectations of how language functions in the real world: individuals utilize language mainly to communicate with one another" (Thornbury, 1999: 76).

To illustrate the importance of context in teaching EFL grammar to adult students, let's analyze this example lesson by Scott Thornbury, who employs a scripted dialogue to instruct beginners on the present simple tense: "In the lesson, the educator has selected the following recorded dialogue from a course book to serve as a means of introducing the present simple along with adverbs of frequency (e. g. , usually, always) to a class of beginners" (1999: 73).

Joe: What weekend activities do you engage in? **David:** Well, that varies. During the school year, I usually have to study on Saturdays. **J:** And what occurs on Sundays? **D:** Well, we always have lunch together as a family. Then after lunch, I sometimes go to the park to meet up with my friends. **J:** Oh? What activities do you engage in there? **D:** We play soccer, go for walks, or just chat. After that, I go out. I often visit the movies.

J: How frequently do you leave the city? **D:** About once every month. My uncle has a small farm in the mountains, so I sometimes drive up there. **J:** That sounds pleasant. Do you go by yourself? **D:** No, my mom, my two sisters, and some friends usually accompany me. **J:** But what drives your trips? **D:** Many factors: lush trees, fresh air, and a small number of people.

J: Oh, just like LA! **D:** "Ha! That's a great joke." (adapted from *How to Teach Grammar*, Scott Thornbury).

"Thornbury describes the procedure in the following way: In the first step, the teacher tells the class that she will play a conversation between two friends. She directs students to close their books and to pay attention to the first part of the conversation and to answer this question: What is the subject: last weekend, next weekend, or every weekend? In the second step, after establishing that the conversation centers on every weekend, she asks the students to listen to the complete conversation and to organize these words in the order they hear them: movies, drive, soccer, go out, study, lunch, park, walk. In the third step, she questions whether the students can recognize which activities from the list David partakes in on Saturdays, on Sundays, and roughly once a month. In the fourth step, the teacher encourages learners to listen for these words and to connect them with the words on the board: usually, always, sometimes. For example: usually study, always have lunch, sometimes go to the park. In the fifth step, the teacher prompts learners to focus on two or three of these sentences and to express accurately what the speaker says". For example: We always have lunch together. sometimes go to the park. In the sixth step the teacher draws the students' attention to the form of the structure, underlining the verbs and explaining that the present simple is used for routine activities. In the seventh step she asks learners to write two or three more sentences about David, using the above sentence pattern, i.e. subject + adverb + verb + ...

"In the eighth step, learners listen to the dialogue once more and verify their responses to Step 7, and in the concluding step, she encourages the learners to compose four or five unique sentences about themselves utilizing the format she has emphasized in step 6. " (Thornbury, 1999: 73-74). "What is crucial in this activity is selecting a text that contains a high frequency of examples of the desired grammar item. This will assist students in noticing the new item and might lead them to deduce the rules through induction. " (Thornbury, 1999: 75). "Grammar can be taught easily through dialogues, and it will enhance learners' understanding of the rules. " " Communicative teaching and grammar teaching are not mutually exclusive ". " They fit hand in glove! Through context learners will see the usage of grammatical patterns better, and the context will help them understand how to use grammar forms and structures. In the following context again two English tenses are presented " (Azar, 2006: 3).

3.2 The Rule of Discourse in Teaching EFL Grammar to Adult Learners

In the past, most English as Foreign Language (EFL) teachers clung to the opinion saying that grammar is related to how words are put together to construct correct sentences. " As the awareness of the students' competence significantly increases, this tenet is superseded by the new one arguing that grammar is not merely dealing with forms and rules, but context as well " (Freeman-Larsen, 2001: 251).

On the basis of this, grammar should not be taught in isolated sentences, but in the context of discourse. This Opinion is on the basis of the interrelatedness between grammar and context which can be seen through the three dimensions of grammar, word order variations in dative alternation, modality showing certainty, and the tense suggesting future actions. As cited in the previous sub heading, the main goal of learning any language, including English, is to obtain communicative competence. As such, all courses, including grammar, should be geared to reach the goal. The implication of this is that grammar should not be considered as a discrete set of meaningless, decontextualized, and static structure. It is because grammatical structures, in fact, do not only have morpho-syntactic forms, but rather they are also used for expressing meaning in a certain context. Hence, form, meaning, and use are not separated in grammar.

Dealing with this, Larsen-Freeman describes those three dimensions, the chart indicates that in talking about grammar, the three-dimensional forms, meanings, and use should be concerned. Form refers to how a certain structure is constructed and how it is sequenced with other structures. Meaning touches upon the meaning of a certain structure, covering lexical and grammatical meaning. Meanwhile, use is closely related with the acceptability of a certain structure based on social and cultural outlook. Example, why should we use a yes-no question rather than an imperative to make a request for information, e.g. do you know the way to Matahari department store versus Please tell me the way to Matahari department store? The arrows existing in the chart imply that the three dimensions constitute an equal importance; none is more superior to the other. Thus, to gear the students obtain the communicative competence, they should be empowered with sufficient knowledge about how to construct a certain structure and how to interpret the meaning.

Moreover, they also should be knowledgeable about when the structure is socially and culturally accepted. To make it more concrete, let me show you one example of structure commonly taught to English learners: 's possessive form. To form the possessive form, we just add 's at the end of the regular singular nouns and irregular plural nouns not ending /s/ sound as in my father's book, and my children's dictionaries. Only apostrophe (') is needed for the regular plural nouns and singular nouns ending in the sound /s/ as in the students' score and Azis' notebook. " Besides possession, the possessive can indicate description (the doctor's room), amount (a week's holiday), and relationship (John's kid). The 's possessive is generally used with human head nouns such as John's wife. Moving to word order in English, it can be cited that in general, English is syntactically determined " (Thompson in Celce-Murcia, 2000:56).

" In spite of this, it can be found empirically that there are many word order variations motivated by pragmatic consideration, and context is needed in interpretation. One of the word order variations is word order in dative alternation (Celce-Murcia, 2000:56) ", that is the word order in sentences having two subjects at once: direct and indirect objects. Notice the following two sentences:(6)a. I send the letter to Ary. b. I send Ary the letter. Structurally, those two sentences are equivalent, in the sense that there is no difference in meaning, because both of them put I as the agent, Ary as the recipient, and the letter as the object being transferred. From discourse perspective, however, they have two different contexts. As such, they are not equivalent. The verb send is directly followed by the direct object the letter in (a), and indirect object Ary in (b). Such word ordering, of course, has different usage. If there is someone approaching me and asks: "where is the letter?, " I Will answer: "I send the letter (it) to Ary, because what she/he wants to know is about the letter. However, if someone asks me: "what do you do to Ary?, " I will answer: "I send Ary/him the letter." It is unlikely for me to answer "I send the letter to Ary" because what he/she wants to know is about Ary, the verb send should be directly followed by Ary/him, instead of the letter. On the basis of this demonstration, it can be concluded that the word order variations in dative are very much determined by the order of the information occurrence; the new information generally occurs closer to the end of the sentence. The implication of this is that in ordering the words in dative alternations, knowing the context is a necessity.

3.4 Data Analysis

The process of analyzing the data in section three (point 3.1) shows that the role of context in teaching EFL grammar to adult learners represents in the following:

1. Situational Grammar: where learners are presented with a real-life situation, such as ordering food at a restaurant or asking for directions. * A. Grammar Focus: in which vocabulary and grammar related to the specific situation. * **B. Context:** the learners are immersed in the context of the situation, which provides meaningful and relevant language input. They learn how to use grammar appropriately in different communicative contexts.

2. Task-Based Learning: The learners complete a task that requires them to use specific grammar structures, such as writing a letter of complaint or giving a presentation. * **A. Grammar Focus:** in which grammar structures required for the task * **B. Context:** where the task provides a purpose and motivation for learners to use grammar in a meaningful way. They learn how to apply grammar to real-world communication situations.

3. Corpus-Based Approach: the learners analyze authentic texts, such as newspaper articles or transcripts of conversations, to identify how grammar is used in real language. * **A. Grammar Focus:** the patterns and usage of grammar in natural language. * **B. Context:** in which authentic texts provide learners with exposure to how grammar is used in actual communication. They develop an understanding of the typical contexts and functions of different grammar structures.

4. Contrastive Analysis: the learners compare the grammar of their native language to the grammar of English.

A. Grammar Focus: focus on similarities and differences between the two languages. **B. Context:** By understanding the differences between their native language and English, learners can better comprehend the target grammar and avoid common errors. **5. Error Analysis:** where the learners analyze their own written or spoken English to identify and correct grammar errors.

- **A. Grammar Focus:** focus common grammar errors made by learners
- **B. Context:** the error analysis allows learners to reflect on their own language use and identify areas where they need to improve. It provides them with opportunities to learn from their mistakes and develop more accurate grammar.

These points show how context can be incorporated into EFL grammar teaching to make learning more meaningful, relevant, and effective for adult learners. By providing authentic and engaging contexts, teachers can help learners develop a deeper understanding of grammar and improve their overall language proficiency.

The process of analyzing the data in chapter three (point 3.2) shows that the role of discourse in teaching EFL grammar to adult learners represents in the following: **1. Using Authentic Materials:** in which analyzing a news article about a recent political event.

- **A. Grammar Focus:** passive voice and reporting verbs.
- **B. Discourse Analysis:** the learners examine the use of passive voice and reporting verbs in the article to understand how these grammatical structures are used to convey information objectively and attribute sources.

2. Analyzing Discourse Patterns: where the learners listen to a recorded conversation between two native speakers.

- **A. Grammar Focus:** turn-taking and hedging strategies
- **B. Discourse Analysis:** learners identify the patterns of turn-taking and hedging strategies used in the conversation. They discuss how these strategies contribute to the flow and politeness of the interaction.

3. Identifying Communicative Functions: where the learners read a variety of emails written for different purposes.

- **A. Grammar Focus:** modal verbs and conditionals.

- **B. Discourse Analysis:** learners analyze how different modal verbs and conditionals are used to express various communicative functions, such as making requests, expressing suggestions, or stating possibilities.

4. Practice Discourse Production: where the learners write a persuasive essay arguing for or against a particular social issue.

- **A. Grammar Focus:** complex sentence structures and cohesive devices
- **B. Discourse Analysis:** learners apply their knowledge of complex sentence structures and cohesive devices to produce a well-organized and coherent essay that effectively conveys their argument.

5. Encouraging Learner Reflection: where the learners have learners keep a language journal where they reflect on their own language use.

- **A. Grammar Focus:** all grammar topics.
- **B. Discourse Analysis:** in which the learners reflect on how they use grammar in their own communication, identify areas where they can improve, and set goals for their language learning journey.

These points show how discourse analysis can be integrated into EFL grammar teaching to enhance learners' understanding of grammar, improve their communicative competence, and develop their overall language skills.

Conclusions

Context has a crucial role in teaching EFL grammar to adult learners because adults learn best when they can see the relevance of what they are learning to their own lives and experiences. And providing context helps learners understand the purpose and significance of grammar rules, making them more meaningful and easier to remember. There are some practical ways to incorporate context into EFL grammar teaching for adult learners:

- **Use authentic materials:** Incorporate real world texts, videos, and conversations into your lessons to provide authentic contexts for grammar instruction.
- **Create meaningful tasks:** Design tasks that require learners to use grammar in communicative situations, such as role-plays, simulations, or writing activities.
- **Provide background information:** Before introducing a new grammar concept, provide learners with relevant background information or cultural context to help them understand its significance.
- **Use visuals and examples:** Use visual aids, such as charts, diagrams, or images, to illustrate how grammar is used in different contexts.

By incorporating context into EFL grammar teaching, adult learners can develop a deeper understanding of grammar, improve their communicative competence, and become more confident and effective language users.

Discourse plays a crucial role in teaching English as a Foreign Language EFL grammar by providing a framework for understanding how language is used in real world context. There are some practical ways to incorporate discourse into EFL grammar teaching to adult learners:

- **Use authentic texts and conversations as teaching materials.**
- **Encourage learners to analyze how grammar is used to convey meaning in different contexts.**

- Provide opportunities for learners to produce their own discourse in different genres and registers.
- Focus on communicative tasks that require learners to use grammar to achieve specific goals.
- Use discourse analysis to identify common errors and provide targeted feedback.

By integrating discourse analysis into EFL grammar instruction, teachers can create a more meaningful and effective learning experience for their students, helping them develop a deeper understanding of grammar and improve their overall communicative competence.

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