

YOUNG LEARNERS AND TEACHING GRAMMAR EXPLICITLY

Shosura Khusenova Toshtemir qizi

3rd year student of English philolog faculty, Karshi state university.

Abstract

This article discusses the idea of whether or not new learners can acquire English without being taught grammar in detail because explicit grammar instruction may be unnecessary and even counterproductive for young learners. It can be boring, abstract, and difficult for children to grasp at early ages. Their brains are wired for language acquisition at a young age. While grammar ultimately matters, many educators argue that children should first develop a strong foundation of vocabulary and fluency in English before being introduced to formal grammar. Having learned the experience and opinions of English language teachers from other countries, the author contends that children can learn English without explicitly teaching grammar in the early years through contextual learning and interactive activities. Students should absorb language naturally through exposure to it in real-life situations, such as conversations with family members, friends, and teachers. Additionally, interactive activities that involve using language in a fun and engaging way can help them develop their grammar skills without even realizing it. However, explicit instruction and error correction can also be beneficial in helping children understand and use grammar correctly as they progress in their language learning journey. As children grow older, around ages 8 to 12, more explicit grammar instruction may start to complement and reinforce the language skills they have already acquired implicitly at younger ages.

Key words:

Inductive method, grammar in context, authentic materials, universal grammar theory, target grammar structure, natural approach to language learning, isolated sentences, conceptual understanding of grammar, practical usage, participatory way

INTRODUCTION

Yes, it is possible to teach a foreign language to young children without introducing the grammar. Through exposure and immersion, such as listening to music, watching films, playing games, and conversing with native speakers, kids can acquire a foreign language. In reality, rather of giving children specific grammar instruction, many language acquisition specialists advise employing a natural approach to language learning, in which kids are exposed to the language through engaging interactions and activities. This strategy enables young children to pick up language naturally and intuitively without having to formally comprehend grammar rules. Young students learn the language by listening to and

repeating the words they hear around them, much like how they learnt their first language. However, to be able to communicate successfully in the target language, understanding grammar becomes more crucial as students become older and acquire higher levels of skill.

Approaches to teach grammar new learners to acquire other linguistic competences effectively?

Generally, teaching grammar to young learners requires creativity, patience, and a lot of practice. By using these strategies, you can make grammar learning fun and engaging for your students. Remember that teaching grammar should be an ongoing process that is integrated into daily instruction rather than a one-time lesson or unit.

Focus on correct usage, not just terminology. Students don't need to memorize grammar terms right away. Focus on using correct grammar in speaking and writing. Over time, introduce the proper terminology to go with the concepts. However, don't overcorrect. For young students, the focus should be on communication, not perfection. Too much correction can discourage students and hinder their ability to express themselves.

Teaching grammar in context

Teaching grammar in context means teaching grammar concepts within the context of a larger activity or topic. Here are some strategies for teaching grammar in context:

➤ Use authentic materials: To teach grammar rules, use authentic materials like songs, newspaper and articles, and real films. Students will benefit from seeing how grammar is applied in practical contexts.

➤ Introduce dialogues and real-world examples. Show students that grammatical rules don't just apply to isolated sentences but also to spoken and written language as a whole. This makes the grammar memorable and relevant. Students will be able to see how grammar is used in everyday circumstances and learn how to use it in their own language use if grammar is taught in context.

➤ Encourage communication: Encourage pupils to engage in meaningful discussion while utilizing the target grammar structure. For instance, practice reporting what someone said during a conversation when instructing students on reported speech.

Inductive teaching method

Since the learner plays a more active role in the learning process rather than being a passive recipient, the learner-centered character of inductive teaching is frequently considered as desirable. A greater grasp of the material and assistance in improving the language being studied may result from the learner's enhanced participation. Additionally, it might encourage the student's "noticing" method and boost motivation and autonomy in the classroom.

➤ The important components of this strategy are exposing children to several examples at first, letting them identify patterns on their own, and then providing rules and terminology to clarify and

reinforce what they have already begun to learn about appropriate grammar. Unlike the deductive technique, which begins with rules and then applies them, the inductive approach goes from the specific to the general. Encourage them to collaborate and share their findings. To help pupils understand and better understand the patterns they have already spotted, gradually introduce grammatical terms and rules as necessary.

➤ Ask students to recognize the grammatical structures for themselves in the samples they are given. Ask the verb's tense by asking "what tense is this verb?" or "is this a noun or an adjective?" to get kids to naturally notice grammar.

RESULT

In general, an inductive method of teaching grammar can be successful because it motivates pupils to actively engage with the subject and create their own knowledge of the principles. In addition, it enables more student-centered learning and has the potential to be more interesting than traditional lecture-style instruction.

Teaching grammar in context involves integrating grammar instruction into meaningful and authentic language use situations. Research has shown that this approach can be more effective than traditional methods of teaching grammar through isolated drills and exercises.

- Students have a deeper comprehension of how language works in everyday communication. Students connect grammatical ideas to practical usage by learning grammar rules within the context of examples and practice sentences. This may make it easier for them to remember the grammar rules. As students examine language use and decide how to successfully communicate, they develop critical thinking skills.

- Students develop their speaking and writing abilities. Students gain greater experience using grammar principles to construct their own successful sentences by learning grammar in the context of examples and practice sentences. This could improve their speech and writing.

- Students improve their ability to comprehend what they read. Students' abilities to examine and comprehend the content of written texts can be improved by teaching them how grammar affects meaning in sentences.

- The students improve their vocabulary. It can be easier for pupils to comprehend and recall new vocabulary when it is introduced to them in the context of grammar examples. Students are also able to better understand the language. The pupils' writing, speaking, reading, and vocabulary abilities can then be positively impacted by this practical knowledge in context.

There are a few potential benefits to teaching grammar inductively:

- It feels more natural. Children learn their first language not by learning rules but by exposure and imitation. This process of learning a language naturally can be mirrored by an inductive technique. They will gain a more comprehensive conceptual understanding of grammar than merely a list of rules to memorize.
- It has greater interest. Students learn language patterns in context through stories, examples, and activities rather than through strict guidelines. This can add interest and enjoyment to grammar lessons.
- Promotes autonomous learning: Inductive grammar instruction encourages learner autonomy by empowering them to be in charge of their own education. They gain the ability to recognize patterns, link ideas, and form judgments on their own. To master inductive grammar, students must logically analyze and comprehend language structure. Through this process, their critical thinking abilities advance, empowering them to use intricate grammatical principles in both their writing and speaking.
- Strengthens communication skills: Inductive grammar instruction promotes the connection between language use's form, meaning, and context. Using this method, students can improve their communication skills by learning how to employ the right grammatical structures in various situations.

DISCUSSIONS

What do famous linguists think of grammar?

Linguists developed an interest in a new theory concerning grammar, or the rules of language, in the 1960s. Noam Chomsky, an American linguist, popularized the hypothesis by emphasizing how easily young kids pick up new languages. Chomsky did not think that a young child could learn to understand and produce a language well by simply being exposed to it. He thought that language acquisition is something that people do naturally from birth. The fundamental components of language are pre-encoded in the human brain at birth, according to Chomsky's view.

This "universal grammar theory" suggests that some rules are common to all languages. Every language, for instance, has a means to make the sentence negative or make a question. Every language also has a way to indicate gender or whether an event occurred in the past or the present. If all languages share the same fundamental grammatical principles, a child just must stick to the specific norms that his peers do in order to comprehend and speak their native language. In other words, he is born with the ability to learn any language efficiently; but, his environment determines which language he will use.

Grammar and context are frequently so tightly intertwined in real interaction outside of the classroom that appropriate grammatical choices can only be made in light of the context and goal of the communication (Nunan, 1998, p. 102). Students are exposed to the target language in an authentic or nearly authentic situation, and they see or hear the language before having to concentrate on it, according to Riddell (2003), who lists several benefits of this approach. Grammar can be taught effectively by using

dialogues. As stated by Thornbury (1999, p. 76), "The use of dialogues in grammar teaching is useful because the use of dialogues generally matches learners' expectations of how language is used in the real world: people use language primarily to talk to each other."

According to Harmer (1991, p. 56), "the teacher's main responsibility when teaching grammar is to demonstrate to the students what the language means and how it is used, as well as to demonstrate to them what the grammatical form of the new language is and how it is said and written." Students will have the chance to comprehend how language functions by being taught grammar in context, which will enhance their communication abilities. The greatest technique to provide students an understanding of how the new language is used by native speakers is to offer it in context, according to Harmer (1991, p. 57), accuracy in language acquisition is crucial for comprehension of oral and written performances. A clearer knowledge of how to utilize the grammar is provided by context.

The whole amount of expertise required to communicate in a foreign language includes just a small part of grammar. The focus of instruction among seasoned instructors worldwide (which is based on current language didactic research) is communication, with grammar serving as only a means to achieve it. Even though it's essential to learn how to use grammar correctly in order to progress, it's not necessary to memorize every rule on every list. There are numerous approaches to learning grammar, and conventional approaches that are not communicative are ineffective. However, this should not be interpreted as what teaching grammar entails.

CONCLUSION

Is grammar important?

It enables us to accurately and concisely communicate our thoughts and ideas. Children can build strong language abilities that last through their academic years and beyond by being exposed to grammatical concepts like sentence structure, verb tenses, punctuation, and parts of speech early on. A child's capacity to read and write clearly is also improved by having a firm grasp of grammar. Furthermore, by enabling children to articulate their thoughts more cogently and persuasively. The likelihood of making frequent grammatical errors that can occur throughout a student's academic career can be decreased by early introduction to grammar concepts. Enhance their communication abilities by introducing fundamental grammar ideas in a playful and participatory way to kids. It's critical to strike a balance between teaching grammar and encouraging children to learn a language naturally, as well as to give them opportunity to practice language use in authentic contexts. In the end, the emphasis should be on encouraging a love of language and developing an environment that is conducive to experimentation and research.

Ultimately, research suggests that rather than studying grammar rules, young learners can acquire English efficiently through immersion and exposure to the language in relevant circumstances. However, after students have a strong linguistic foundation in the latter primary school years, specific grammar instruction is still important!

It would be wrong to say that the most important is to focus teaching on grammar, but not teaching grammar at all is also a mistake. On the one hand, knowing grammar in one language is not a must for learning another, but doing so will be beneficial. Without determining what a subject and a verb are, you can teach pupils how to build concordance between a subject and a verb and how to apply it appropriately, which will demonstrate that they have understood the grammatical rule. By providing examples, leading them to the rule, and not emphasizing syntactic functions as we did when learning grammar in school, you can help your pupils learn it without having to define what a subject and a verb are. Grammar instruction for native speakers and non-native speakers has different objectives, so the methods and even the material cannot be the same.

REFERENCES:

1. <https://headstartprimary.com/2020/10/23/the-importance-of-learning-grammar-at-an-early-age/#:~:text=Using%20grammar%20correctly%2C%20on%20the,communicate%20messages%20and%20present%20information.>
2. <https://busyteacher.org/23394-young-learners-grammar.html>
3. <https://theconversation.com/4-ways-to-teach-youre-sic-kids-about-grammar-so-they-actually-care-144353>
4. <https://www.englishclub.com/grammar/theory/universal.php>
5. <https://www.verbling.com/discussion/i-do-not-waste-time-teaching-english-grammar-rules>
6. <http://www.britishcouncil.org/learning-faq-the-english-language.htm>
7. <https://ia800801.us.archive.org/31/items/HowToTeachEnglish/How%20to%20Teach%20English%20Harmer%2C%20Jeremy.pdf>
8. https://www.google.com/search?q=common+problems+when+teaching+foreign+language&rlz=1C1GCEA_enUZ947UZ948&oq=&aqs=chrome.1.69i59i450l8.626495276j0j15&sourceid=chrome&ie=UTF-8
9. <https://cyberleninka.ru/article/n/the-role-of-the-teacher-in-teaching-foreign-languages>
10. <https://eltexperiences.com/ten-tips-for-teaching-young-learners/>
11. Brown, H.D. (2007). *Principles of language learning and teaching*. Pearson Longman.