

Teaching English Grammar to Young Learners Through Clil Method

Shaydullayeva Sarvinoz

MBA student of Uzbekistan State World Languages University

Email Ibragimovasarvinoz742@gmail.com

Abstract: This paper purposes to describe importance of teaching grammar in English classes as important as other skills, additionally focuses on CLIL method and its implementation while teaching grammar in primary classes.

The research was dedicated to gather teachers' attitude and preferences to use CLIL method in educating grammar in primary classes.

Key words. Grammar, English, CLIL (Content and Language Integrated Learning), interview, research, primary class, teacher

I Introduction

A foreign language as one of the tool of communication and comprehension of the surrounding world occupies a special place in the system of modern education due to its social, cognitive and developmental functions. Special attention should be paid to teaching a foreign language in primary school, since all the knowledge gained, in the form of a foundation, should be laid from an early age. While teaching and learning English as a second language teachers try to educate receptive (reading and listening) and productive (speaking and writing) skills to learners. However at first, learners should learn another skill which is English grammar. Grammar is considered as a fundamental language competence. It plays a crucial role in language learning process.

- it helps to learners to perform orally and written
- it serves to understand meaning of conversation/text
- it assists to avoid language anxiety

Literature review

There are numerous scholars investigated peculiar sides of grammar and recommend some ideas for teachers. Grammar can be generally defined as "a knowledge of what words can go where and what form these words should take" (Harmer, 2015, p. 22). Following that, Harmer (2015) presents some vital factors of grammar that learners of English need to pay attention to which involves sentences and clauses, verbs, nouns and noun phrases, adverbs and adjectives. Ellis (2006) does not directly define grammar but clarify the term grammar teaching which "involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can intern" (p. 84) the teaching of grammar concentrates on the methods in which language users learn and apply grammatical rules to build sentences in for meaningful purposes in specific contexts.

There is another term which should be discussed in this paper. The term "CLIL", stands for "Content and Language Integrated Learning" and means both studying another subject through a second/foreign language and acquiring a second/foreign language by studying a content-based subject. CLIL – the term itself was coined by David Marsh of the University of Jyväskylä in Finland, where such courses have been popular in vocational secondary education for a number of years (MARSH, D., LANGÉ, G., 2000). Marsh claims CLIL to be "an educational approach in which non-language subjects are taught through a foreign, second or other additional language" (MARSH, D., MALJERS, A., HARTIALA A., 2001). by Adrian Tennant. He says that Content and Language Integrated Learning (CLIL) "is an increasingly popular teaching method", where "regular subjects, such as history and math, are taught in a foreign language in order to enhance target language exposure and acquisition".

So, there is the question how can teachers apply CLIL method to teach grammar?

Step 1 Choose one interesting topic such as animals.

Step 2 teach topic -based vocabulary by presenting pictures, animals' shape, sounds, show a video /cartoon until learners will memorize

Step 3 Give learners adapted worksheets from their science book about animals .It should be grammar structured to focus on .

Step 4 note for yourself the result of CLIL method -based activity , its advantages and limitations .

In general , while teaching every skill grammar will be consolidated again and again. Learners try to solve reading tasks, listening exercises and also answering speaking topics by understanding grammatical rules and forms. In Particular ,Clil method promotes learners cognitive skills and communication which play essential role in learners' life and studying process. As Coyle (2019) emphasized her framework arguing the following: Effective CLIL requires progression in knowledge, skills and understanding of the content; engagement in associated cognitive processing, such as thinking skills, which has an impact on learning; interaction in the communicative context and development of appropriate language knowledge and skills; and a deepening intercultural understanding which permeates all Cognitive skills and is integral to learning through the positioning of self and otherness based on attitudes and values. Furthermore , CLIL method helps learners to be aware of other subject's data, information, facts as well as broaden learners' outlook.

For teachers CLIL method benefits to develop their adapting materials skills. They can directly/indirectly introduce, explicate grammatical rules, forms or issues by the help of other subjects such as art, history , math or even chemistry. In primary classes , because of basic and primary grammar , Science, Physical education , Art, Technology subjects can be integrated as a CLIL method in order to train grammatical rules and their usage. For instance ,young learners can make sentences in present simple, "I like running" . " She likes running" , " We like running" . While making sentences pupils run unhurriedly in the classroom and recall the tense rule.

II Methods

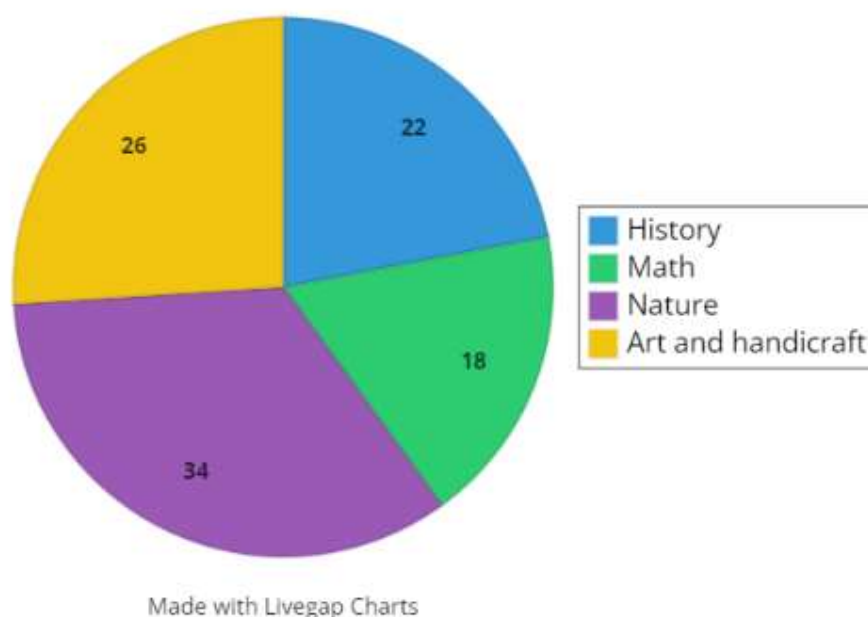
Research question: which subjects are used by teachers as CLIL method to teach English grammar in primary classes?

The study was conducted a qualitative research on the basis of in-depth interviews to identify the important elements of a CLIL-based methodology on the basis of teachers' self-perceptions and attitudes towards the program. The participants of the study were primary English teachers in Uzbekistan The results indicated that the answers from the participants agreed with the existing literature on CLIL methodology and its implementation. Teachers reported their attitude and choices about using CLIL method in primary classes to teach grammar. The number of participants was 70 teachers from different regions of Uzbekistan, 24 male and 46 female teachers . Interviews was send online via Telegram messenger to the researcher. Recorded answers included 3-5 minutes each.

III Results

According to the interviews , teachers send positive attitude to use CLIL method in their language teaching classes . All participants' opinions and its segments are shown in the chart below :

Results of the research



In accordance with the segments of the pie-chart 34 percent of teachers consider that , texts and materials are appropriate to adapt in teaching grammar through CLIL . Also, the percentage of 26 has shown ART and Handicraft subjects which are approved by instructors are helpful to teach grammatical competence.What is more,22 percent teachers give positive comments about historical stories and events among young learners while educating grammar. Finally , number 18 in the chart demonstrated that, mathematics is sometimes chosen to mix while teaching grammatical forms in primary grade by educators .

Additional ideas were given in the interviews. Participants reflect on the research question that, CLIL method helps to grab students' attention, motivates to develop language proficiency , cultivate the sense of interest , assists to clarify learners' learning style(visual, auditory, tactile, verbal, logic etc.).

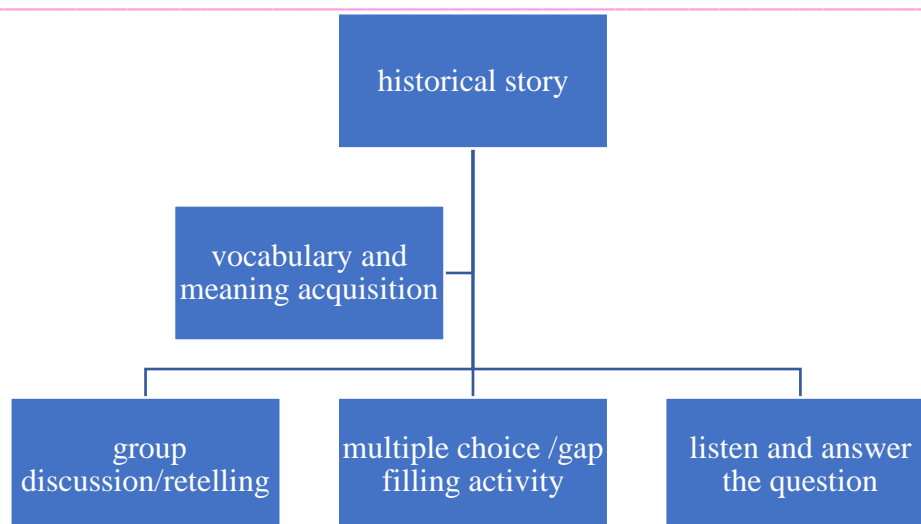
IV Discussion

Modern teachers should polish their lessons with various “colors”- methods, activities , room atmosphere....

-Educators can utilize CLIL as an introductory or concluding lesson depending on the week's or month's theme. For instance, if you taught your children about the outdoors and the countryside, arranging a flower or gardening exercise will be very interesting for them since they will view this lesson as a game or, maybe more appropriately, a break time. The only difference is that educators will pose as an accomplished gardening instructor for that course.

-Art and crafting are always interesting for primary class learners due to the fact that they love designing, making, drawing and crafting something .usually there are some tasks that involving something should be paint in the coursebooks , also, learners should draw what they are going to describe. It is really helpful for students to perform in foreign language orally and avoid language anxiety .

-Historical stories remind to young learners when their parents told fairy tales in their 3-5 -year old period. Can teachers use short, interesting and modest ancient events in language classes ?! Sure !they can be reading material , listening material , or even speaking activity .In the Chart below represents examples of activities which are based on historical stories.



Conclusion

In conclusion, although people feel bored and challenging to learn English Grammar it is a fundamental skill as other receptive and productive ones. Scholars and teachers emphasize importance of teaching and learning grammar and highly recommend to educate grammatical forms ,rules and structures from primary classes, specifically, by the help of CLIL(Content and Language Integrated Learning) method.

References:

1. Marsh, D., Langé, G. Using Languages to Learn and Learning to Use Languages.
1. 2.Marsh, D., (2002). CLIL/EMILE. The European dimension. Actions, trends, and foresight potential. Jyväskylä: University of Jyväskylä.
2. Manzano-Vázquez, B., (2014). Lexical transfer in the written production of a CLIL group and a non-CLILgroup. *International Journal of English Studies*,14 (2), 57–76. <https://doi.org/10.6018/j.166251>.
3. 4.Merino, J. A., & Lasagabaster, D., (2018). The effect of content and language integrated learning programmesintensity on English proficiency: A longitudinal study. *International Journal of Applied Linguistics*, 28(1), 18–30. <https://doi.org/10.1111/ijal.12177>.
4. 5.Coyle, D. (2009). Promoting cultural diversity through intercultural understanding: A case study of CLIL teacher professional development at in-service and pre-service levels. *Linguistic Insights – Studies in Language and Communication*, 92, 105-124.
5. 6.What CLIL is and how it can be used in Language Teaching? June 17, 2021 By Sanako Blog. <https://Sanako.Com/What-Clil-Is-And-How-To-Use-It-In-Language-Teaching#>: