

TEACHING SENTENCE STRUCTURE FOR YOUNG LEARNERS OF ENGLISH AS A FOREIGN LANGUAGE



<https://doi.org/10.24412/2181-1784-2022-5-233-236>

Khaydarova Charos Jakhongirovna

English language Teacher. Kokand University

Mrs.khaydarova@bk.ru

ABSTRACT

In this paper the main problem in teaching sentence structure for young learners for whom English is taught as a foreign language (mainly for Uzbek students) is observed. Observational method was used during the research. And some techniques for avoiding this issue are provided with clear examples and instructions based on methods which were used by several teachers whose lessons were observed.

Key words: *Young learners, English as a second language, sentence, sentence structure, direct translation, grammar translation method.*

ОБУЧЕНИЕ СТРУКТУРЕ ПРЕДЛОЖЕНИЙ ДЛЯ МОЛОДЫХ ИЗУЧАЮЩИХ АНГЛИЙСКИЙ ЯЗЫК КАК ИНОСТРАННЫЙ

Хайдарова Чарос Джахонгировна

Учитель английского языка. Кокандский университет

Mrs.khaydarova@bk.ru

АННОТАЦИЯ

В данной работе рассматривается основная проблема в обучении строению предложений младших школьников, для которых английский язык преподается как иностранный (преимущественно для узбекских студентов). В ходе исследования использовался метод наблюдения. И некоторые приемы для избежания этой проблемы снабжены четкими примерами и инструкциями, основанными на методах, которые применялись несколькими учителями, чьи уроки наблюдались.

Ключевые слова: *учащиеся младшего возраста, английский как второй язык, предложение, структура предложения, прямой перевод, грамматический метод перевода.*

INTRODUCTION

As the main principle of teaching is beginning from simplest one to a complicated, after teaching and explaining some basic elements of writing letters and developing early literacy skills to read high-frequency words and sounding out some new words, the next stage which comes is teaching writing sentences. And here some problems are appeared for teachers, especially for teachers of young learners who study English as a second language. But before we should clarify what is sentence for itself. A sentence is a group of words that expresses a full notion that can be read on its own; it begins with a capital letter, includes spaces between each word, and concludes with punctuation; and it has a subject. [1. Several Short Sentences About Writing – April 9, 2013 by Verlyn Klinkenborg] However, there are three main types of sentence structures (simple sentence, compound sentence, complex sentence), there is no need to teach all of them for primary classes, as complicated grammar is not necessary for them on their level. So, the Simple sentence should be explained in details.

What Is the Best Way to Teach Sentence Structure? It mainly requires active teaching with good materials. There are three basic stages for teaching successfully.

MATERIALS AND METHODS

Direct Instruction is the initial stage. In this stage teacher directly instructs by actively demonstrating how to write a sentence, and in order to capture students' attention it is necessary to demonstrate and say that teacher writes a sentence firstly by herself and write it on the board including capital letters, spacing and punctuation. It is essential to comment all your steps while writing like, "Each sentence begins with capital letter ..." and so on. (It is acquired due to the classification of types of learners [2]. The Way They Learn by Cynthia Ulrich Tobias], where auditory learner will understand you by hearing, visual ones will get the information through their eyes.).

Second stage is Guided Practice. On this stage teacher guides students to their workbook or worksheet where they copy sentences from a model. On this stage it is required closely monitoring of students while writing their sentences and correction of their mistakes.

The last stage is Independent practice. It requires students to write their own sentences without using any model. So, from here the real problem begins. As the structure of a sentences of one language is differs from the other one, it causes some

misunderstandings in constructing sentences for learners who learn English as a second language.

By the observational method comprehension accuracy, and translations were analyzed and it appears that, Uzbek students of primary classes have problems with sentence constructing due to syntactic differences between two languages (Uzbek, English), and they build up their sentences using English words but with the structure of an Uzbek language. In order to clarify the syntactic structure of two languages comparative method is widely used, where structures of sentences of two languages are compared through direct translation method, [3]. Peter Fawcett, Translation and Language, St. Jerome, Manchester, 1997 (especially Chapter 4 on Translation Techniques).] which is used when structural and conceptual elements of the source language can be transported into target language. However, we have already clarified that Uzbek and English sentences have different structures we use this method only in order to show the difference between constructing sentences. And raise awareness of students mainly on this difference, and keeping in mind that while arranging their thoughts into the sentences they should take into account this contrast, not only expressing ideas by the translation word by word. It should be clarified that, this is not The Grammar translational method as it can be understood at first glance. Students study grammatical rules in grammar translation classes and then apply those rules by translating sentences between the target and native languages. Here the main focus is based on making similar translations in order to explain rules more clearly, but when we use direct translation we try to identify main dissimilarities in order to remember and fixation it in students' minds. [4. Smith,A (2005). Traditional Grammar. In P. Strazny (Ed.). [Encyclopedia of linguistics 2v. New York, Oxon: Taylor & Francis Group]. During the consolidation part teacher can use some jig saw activities which contain words from several sentences in two languages, which helps them to remember it more easily.

CONCLUSION

This technique should be used at first stages of introducing the sentences, especially during the process of explaining it for primary classes, although it is said that grammar rules should be avoided at that period of teaching. Teacher should build up a base for further development of necessary skills such as speaking and writing which are closely related to this theme. Which proves necessity of explaining it from A to Z, which is more significant, is ability of students using this knowledge correctly and actively.

REFERENCES

1. Several Short Sentences About Writing – April 9, 2013 by Verlyn Klinkenborg
2. The Way They Learn by Cynthia Ulrich Tobias
3. Peter Fawcett, Translation and Language, St. Jerome, Manchester, 1997 (especially Chapter 4 on Translation Techniques).
4. Smith,A (2005). Traditional Grammar. In P. Strazny (Ed.). Encyclopedia of linguistics 2v. New York, Oxon: Taylor & Francis Group
5. English Grammar and Teaching Strategies: Lifeline to Literacy (Routledge Education Classic Edition) (August 28, 2018) 2nd Edition by Joy Pollock (Author), Elisabeth Waller.
6. The Teaching of English Grammar History and Method by *F. A. Barbour*
7. Methods of Teaching English M.E.S. Elizabeth Discovery Publishing House, 2010