

ЗАТВЕРДЖЕНО  
Вченою радою ЗУІ  
Протокол № "2" від „28” лютого 2024 р.  
Ф-КДМ-3

**Міністерство освіти і науки України**  
**Закарпатський угорський інститут ім. Ференца Ракоці II**  
**Кафедра філології**

Реєстраційний № \_\_\_\_\_

**Кваліфікаційна робота**  
**ФОРМУВАННЯ ГРАМАТИЧНИХ НАВИЧОК УЧНІВ ПОЧАТКОВИХ КЛАСІВ**  
**ВАШ ВАЛЕНТИНИ АДАЛЬБЕРТІВНОЇ**  
**Студента(ки) IV-го курсу**  
**Спеціальності 014 Середня освіта. Мова і література (англійська)**  
**Рівень вищої освіти: бакалавр**

Тема затверджена на засіданні кафедри

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Робота захищена на оцінку \_\_\_\_\_, «\_\_\_» \_\_\_\_\_ 20.. року

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2024

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**Ministry of Education and Science of Ukraine**  
**Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education**

**Department of Philology**  
**Qualifying paper**  
**TEACHING GRAMMAR TO YOUNG LEARNERS**

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Beregszász  
2024

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## INTRODUCTION

Teaching grammar to young learners is a pivotal aspect of early education, laying the foundation for linguistic competence and effective communication. As young minds embark on their journey of language acquisition, understanding the nuances of grammar equips them with the tools necessary to express themselves clearly and coherently. The significance of teaching grammar to young learners extends beyond mere linguistic proficiency; it fosters critical thinking skills, and cultivates a deeper appreciation for language structure and usage. In today's globalized world, where effective communication is essential, imparting grammatical knowledge to young learners becomes indispensable, shaping their language development and future success.

If we look at the different approaches to communicative language teaching, it is clear that the aim of language teaching has changed over time (Brown, 1994a). In traditional language teaching, the emphasis was on grammatical accuracy, whereas the aim of most language learners is to communicate effectively in the foreign language. In other words, language teaching is about much more than familiarizing learners with the grammatical structures, rules and vocabulary of a foreign language.

Amidst the discourse surrounding language education, a contentious issue emerges: whether linguistic structures, particularly grammar, should be explicitly taught or left to natural acquisition. Advocates of the latter perspective contend that learners, especially young ones, possess an innate ability to absorb language organically, bypassing the need for formal instruction in grammatical rules and structures. This stance often draws from theories such as the natural approach and the hypothesis of language acquisition, positing that exposure to authentic language usage within meaningful contexts suffices for linguistic development. While this perspective embraces a *laissez-faire* approach to language instruction, it raises important questions about the effectiveness and necessity of explicit grammar teaching in the education of young learners.

In the initial sections of this comprehensive study, a theoretical approach served as the cornerstone, guiding the examination of pertinent literary sources. A vast and burgeoning corpus of literature pertaining to the subject matter was meticulously scrutinized, offering a rich tapestry of insights into the multifaceted realm of teaching grammar to young learners. This theoretical exploration aimed to delve deep into the foundational theories, principles, and methodologies that underpin effective grammar instruction in early childhood education.

Within this expansive theoretical landscape, the contributions of esteemed scholars played a pivotal role in shaping the discourse surrounding grammar teaching practices. Scholars such as Brown (1995), renowned for his seminal work in language teaching methodology, provided invaluable insights into the pedagogical strategies and approaches that facilitate effective grammar instruction. Stephen (1982), with his pioneering research in language acquisition and cognitive development, offered profound insights into the cognitive processes involved in grammar learning among young learners.

The works of Brumfit, Moon, and Tongue (1997) contributed significantly to our understanding of the communicative approach to language teaching and its implications for grammar instruction. Their exploration of communicative competence and its role in language acquisition provided a theoretical framework for integrating grammar instruction within meaningful communicative contexts. Harmer (1993), a leading figure in language teaching pedagogy, offered practical insights into task-based language teaching and its relevance to grammar instruction in early childhood education.

The theories of Piaget (1964) shed light on the cognitive development stages of children and their implications for language learning. Piaget's constructivist perspective emphasized the importance of active learning and discovery in the process of grammar acquisition, laying the foundation for learner-centered approaches to grammar instruction. Additionally, the work of Bárdos (2000) contributed to our understanding of the socio-cultural dimensions of language learning, highlighting the role of social interaction and contextual factors in shaping grammar development among young learners.

The research main questions emerged:

1. How do teachers teach grammar to young learners?
2. What are the predominant methods and techniques utilized in grammar instruction within educational textbooks, particularly concerning presentation formats, practice exercises, and overall pedagogical approaches?

The **object** of the present study is the peculiarities of teaching grammar to young learners.

The **subject** of this study is a questionnaire that examines the approaches and methodologies of 14 teachers on teaching grammar to young learners.

The thesis delves into an extensive examination of the methodologies and strategies employed in teaching grammar to young learners. This section encompasses a comprehensive review of academic literature, theoretical frameworks, and empirical studies related to grammar instruction within the context of early childhood education. *Part 2* of the present thesis offers a comprehensive overview of textbook analysis and focuses on evaluation and comparison of two textbooks designed for teaching EFL to young learners with special focus on the way they approach teaching grammar. This section commences with a theoretical framework delineating the criteria for textbook scrutiny, incorporating elements proposed by scholars such as *Weinbrenner (1992)*, *Fritzsche (1992)*, and *Brunswick (1989)*. *Part 3* aims to provide valuable insights into the practical realities of grammar instruction for young learners. The lesson observations and the data collected through the questionnaire will contribute to a comprehensive understanding of effective pedagogical practices in teaching grammar to young language learners.

The practical importance of the research results lies in their potential to provide valuable guidance and recommendations for educators, curriculum developers, and policymakers involved in early childhood language education. By synthesizing theoretical frameworks with empirical data, this research seeks to offer evidence-based insights into the most effective approaches to grammar instruction for young learners. These insights have the potential to enhance the quality of language education programs, optimize classroom practices, and ultimately, foster the linguistic development and future success of young language learners.

The present work consists of an introduction, three chapters, followed by three sections containing the conclusions, references, and the appendices. This organizational structure reflects a systematic approach to examining the complexities of teaching grammar to young learners, from theoretical exploration to practical applications and implications for language education stakeholders. Through this comprehensive framework, the research aims to contribute to the ongoing discourse surrounding language teaching pedagogy and empower educators with the knowledge and resources needed to nurture the linguistic potential of young learners.



## PART 1

# REVIEW ON CONCEPTS RELATING TO TEACHING GRAMMAR TO YOUNG LEARNERS

Understanding the unique needs and learning processes of young learners is fundamental in shaping effective educational practices and curricular designs. As educators, researchers, and policymakers strive to optimize learning outcomes for this demographic, a comprehensive review of concepts relating to young learners becomes imperative. This review aims to delve into key theoretical frameworks, developmental psychology perspectives, and pedagogical strategies tailored to the diverse needs of young learners. By exploring the foundational concepts underpinning education for young children, this review seeks to inform and enrich teaching practices, ultimately fostering holistic development and lifelong learning.

*Brown (2000)* defines “Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or to understand”. In short, the goal of teaching is to empower learners to know and understand concepts, enabling them to apply their knowledge effectively.

Based on the definitions, teaching can be understood as a multifaceted process that involves organizing the learning experience and facilitating understanding. A teacher's role encompasses planning and structuring activities to optimize learning outcomes, as highlighted by (*Mursell, 1995*). Meanwhile, (*Brown, 1995*) emphasizes the act of guiding and assisting learners in acquiring knowledge and skills, ultimately aiming to empower them to comprehend and apply concepts effectively. Together, these perspectives underscore the fundamental objective of teaching: to enable learners to acquire knowledge, understanding, and the capacity for application, thereby fostering meaningful learning experiences.

### 1.1 Stephen Krashen’s theory on Language Acquisition

Grammar plays a pivotal role in language learning, however a good teacher should be aware and conscious about the complexity of language acquisition. A prominent and widely acknowledged theory on language acquisition comes from Krashen, 1982. According to *him*, learning a new language is mostly a subconscious activity, rather than a conscious effort to memorize grammar principles. This theory emphasizes intelligible language content for learners. (*Krashen, 1982*)

suggests staying one step above the learner's language level to promote critical thinking and new learning.

### Krashen's Five Hypotheses (*Krashen, 1982*)

#### 1. Acquisition-Learning Hypothesis

There are two approaches to build communication in a second language: acquisition and learning. Language acquisition is similar to how toddlers develop their first language (L1): It happens instinctively when the learner recognizes a need for it. Communicating with others. Language learning entails explicit and direct education on language rules.

#### 2. Monitor Hypothesis

Learners naturally receive grammatical structures, but conscious language rules emerge later. Conscious awareness of grammatical structures enables learners to self-monitor their written and spoken language. This procedure requires enough time to develop.

#### 3. Comprehensible Input

The finest language acquisition occurs when learners receive relevant feedback. Often referred to as "i+1," comprehensible input is simple to grasp but still requires the learner to deduce meaning that is slightly beyond their current level of language proficiency. This theory, which holds that pupils must construct their new understanding on the base of what they already know, is supported by (*Vygotsky's, 1978*) zone of proximal development.

#### 4. Natural Order

Learners acquire the rules of language in a predictable sequence. "What is learned early in one language is learned early by others." (Lightbrown and Spada (1996)

#### 3. Affective Filter

In order to take the necessary risks and learn the language, learners need to be in a safe atmosphere. The emotional state of a learner influences how receptive they are to understandable information.

As it is stated by Krashen, language learning is a complex and multifaceted process and a good teacher has to take into the consideration several aspects before tailoring a lesson to

students' needs. One of these factors, and the most relevant to the present study is the age of the learners.

## **1.2 Definitions and Characteristics of Young Learners**

According to *Brumfit, Moon, and Tongue (1995: v)* : “Young learners are children in early stages of their schooling up to the age of thirteen or fourteen”.

*Brumfit, Moon, and Tongue (1997: v)* characterize the young learners as follows: Young learners are at a pivotal stage in their schooling where teachers can significantly influence their expectations and motivations for learning. Despite their youth, young learners often exhibit enthusiasm and eagerness to learn, which can be nurtured by minimizing inhibitions and creating a pressure-free learning environment. In order to catch learners' interest and facilitate easier retention of grammar content, it should be engaging and captivating. Their learning is closely tied to their development of ideas and concepts, highlighting the importance of their early schooling experiences. Additionally, young learners benefit from a balanced approach that includes both physical activity and mental stimulation, emphasizing the need for an inclusive and engaging learning environment.

The descriptions provided highlight the distinct characteristics of young learners, underscoring the necessity for tailored approaches in education. Unlike adults, young learners possess unique traits that require specialized attention from educators. The effectiveness of their education on how teachers nurture and optimize their learning potential.

## **1.3 Teaching grammar from different perspectives**

We have issues when there is a disagreement between form and function since the same form (pr. cont.) might signify several different meanings, indicating that it has multiple uses. The differences between one's native tongue and English constitute the second issue. The instructor in the class with the same mother tongue is in a very excellent position. A third factor contributing to speakers' perception of English's difficulty is its rules. As such, educators must be aware of the differences between the rules of one language and another and ensure that the grammar-focused resources and publications they employ do not promote learners' misunderstanding. The new material should be easy for the learners to understand by a presentation. (*Harmer, 2007*) states that children's understanding comes not from the explanation, but from what they see and hear, and crucially, have a chance to touch and interact with. In order to catch learners' interest and facilitate easier retention of grammar content, it should be engaging and captivating. (*Harmer, 1993*) states motivation means a kind of drive that

encourages somebody to pursue a course action. Effective grammar education necessitates a balance between familiarity and challenge, ensuring that students are continuously exposed to content that stretches their language skills beyond their current proficiency level.

Discovery techniques are when a teacher uses a variety of teaching techniques to explain the grammatical form of a new language, as well as when pupils are given language examples and instructed to figure out how they function by discovering the grammar rules instead of explaining them first. These techniques are not suitable for all learners on occasion. Few of discovery techniques are: reading and listening activities, matching techniques, practice techniques.

To summarize teaching grammar, *Harmer (1993)* he emphasizes the importance of providing learners with experiences and opportunities for interaction. Children's understanding of language does not solely come from explanations but from what they see, hear, touch, and interact with. Differences between one's native language and English can pose challenges for learners. To maintain learners' interest and facilitate retention, grammar instruction should be presented in an engaging and captivating manner. Effective grammar instruction involves providing learners with challenging yet accessible content, fostering motivation, and utilizing a variety of teaching techniques, including discovery-based approaches, to engage learners and facilitate their understanding of grammar rules and structures.

*(Piaget, 1964)* claimed that children actively participate in the learning process, functioning like tiny scientists as they conduct experiments, make observations, and learn about the world. Piaget was among the first to recognize that young learners' way of thinking is different from adults'. Children, entering the first or second grade, are in a critical period of intellectual growth. During this time, teaching strategies should align with Piaget's theories by incorporating activities that stimulate active learning and cognitive development. As one example, games, in particular, serve as an effective tool for EFL instruction, providing engaging and interactive opportunities for young learners to explore language concepts and develop their skills. With the help of games, educators can create dynamic and enriching learning environments that foster children's intellectual growth and language acquisition.

Children view these teaching strategies as completely normal, which is important for getting their attention when the teacher is delivering material to them. Children cannot reason abstractly when they are in the operational stage of development, but because of their more developed intellectual abilities, teachers can employ a wider range of instructional strategies. Instructors cannot overload their learners by theory but they are able to explain the basics of a

specific grammar. “Learning readiness” is a term which was based on Piaget's theory. Children are ready to gain and understand new information only if they are able to assimilate what is presented to them. (*Brumfit, Moon, Tongue, 1995, p.2*)

Piaget differentiates two ways in which development can take place as a result of activity: assimilation and accommodation. Assimilation happens when action takes place without any change to the child; accommodation involves the child adjusting to features of the environment in some way. (*Cameron, L., 2001*). The processes are different from each other, they work together and both of them are processes of thinking. Piaget's theory identifies four stages of cognitive development (*Jean Piaget, 1964*).

1. Sensorimotor Period (birth to approximately two years), in which children tend to explore the world physically and grasp things;
2. Preoperational Thought (approximately two to seven years old). This stage marks the beginning of language and vocabulary, and also the first learning of “good” and “bad”;
4. Period of Concrete Operations (approximately seven to eleven years) when children need reference to familiar actions, objects, and observable properties;
5. Formal Operations (approximately eleven to fifteen years) when children can reason with concepts, relationships, abstract properties, axioms, and theories.

Learning about Piaget's work might help us in accepting that young learners' brains are not developed enough to comprehend what their teachers are attempting to teach them. The theory of grammar frequently uses a lot of ethereal terminology and mental processes that are abstract. As per the innate cognitive development of young learners, it is evident that they are incapable of comprehending teachers' intentions. We must come up with alternative methods to teach kids grammar, and it is always highly beneficial to incorporate concrete elements of their cognitive and physical growth, such games, etc.

#### **1.4 Possible approaches to teaching grammar**

According to (*Bárdos, 2000*) in teaching grammar, we traditionally distinguish between three approaches:

1. The inductive approach, which means that various examples of the language material are first presented, practiced and then the rules are deduced from the practiced material. This approach to teaching grammar was characteristic of the direct method;

2. The deductive approach, where a grammatical rule is first presented and explained, then examples are given, and only then does the practice begin. This approach to teaching grammar is characteristic of the classical grammatical translation method;

3. The comparative or matching approach, which is either contrastive, i.e. based on emphasizing the differences between two languages; or based on the linguistic universals to explain the differences; or tandem language teaching, which is a fully conscious approach to teaching two or three foreign languages simultaneously.

Each approach has historical associations with particular language teaching methods. For instance, the inductive approach aligns with the direct method, while the deductive approach is typical of the grammar-translation method. Each type of grammatical exercise is historically closely linked to a particular language teaching method. For example, the grammar-translation method often employs the following: (*Bárdos, 2000*)

1. Transformational exercises (e.g. put the singular third person in the sentences, put the following action sentences in first person, etc.);

2. Supplementary exercises (choose the forms of the definite and indefinite article and place them in the text);

3. Substitution exercise (place in the text the corresponding form of the verb given in the dictionary form), etc.

Over time, language teaching has shifted from artificial drills to communicative methods. By the 1980s, communicative language teaching (CLT) emphasized meaningful communication, challenging traditional grammar instruction. This transition raised questions about moving from a code-centric, structuralist approach to a function-centered one. However, defining these functions proved complex, as they were numerous and loosely described. This evolution underscores the ongoing debate about integrating grammar instruction effectively within communicative language teaching.

### **1.5 The stages of grammar teaching**

In the realm of grammar instruction, the concept of "stages in the teaching of grammar" revolves around the progression from controlled practice to free use of grammatical structures. As described by Rivers and Temperley (1978), these stages reflect the gradual development of learners' proficiency and autonomy in utilizing grammar. However, Bárdos J. (2000) highlights a

crucial aspect often overlooked in everyday teaching practice: the phase of observation. Contrary to common assumptions, the deficiency lies not only in insufficient practice but also in the absence of opportunities for learners to observe grammatical phenomena. This initial phase of observation, perhaps instinctual at first and later becoming conscious but often forgotten, is essential for learners to internalize linguistic patterns. Unfortunately, traditional drill teaching tends to overshadow this critical phase, depriving learners of the chance to engage with grammar in a less controlled yet necessary manner. Thus, recognizing and incorporating observation phases into grammar instruction can significantly enhance learners' understanding and retention of grammatical concepts.

The first chapter of the present study provides a valuable insight into language acquisition based on Krashen's theory and the peculiarities of teaching grammar to young learners, as well as the possible approaches and stages to teaching grammar, providing a stable base for the next rather practical chapters, which examine concepts related to textbook research, theory and analysis, and teachers' perspectives on teaching grammar to young learners.

## PART 2

### CONCEPTS RELATED TO TEXTBOOK RESEARCH, THEORY AND ANALYSIS

Textbooks play a vital role in shaping educational experiences and outcomes for learners across diverse learning environments. As primary resources for teaching and learning, textbooks serve as structured repositories of knowledge, providing learners with essential content, guidance, and support in achieving educational objectives. The analysis of textbooks holds significant importance in educational research and practice, offering valuable insights into the alignment, effectiveness, and quality of instructional materials.

The second and third parts of the thesis aim to examine the ways grammar is taught to YL in the primary classes in some Transcarpathian schools. For this reason, in part two I intend to examine, analyse and compare two textbooks used in grades four with focus on teaching grammar to young learners.

The main task of this part of the thesis is to conduct a comprehensive analysis of textbooks used in educational settings. This analysis covers various aspects such as content, pedagogical approach, language and vocabulary, textual features, visual design, cultural and social representations, authenticity and relevance, task types and activities, supplementary resources, and critical perspectives. However, the main focus of the analysis is the way grammar is presented practiced and tested in the textbooks. The aim of this analysis is to assess the alignment of textbooks with teaching requirements and objectives, with the overarching goal of enhancing the quality and effectiveness of instructional materials in educational settings. By critically examining these aspects, the study seeks to provide insights into the textbooks used in our schools and the way the approach teaching grammar to YL in the secondary schools of our area. As we delve into the pages of EFL textbooks, our objective is twofold: to dissect their content and evaluate how effectively they explain grammar concepts in line with modern standards. Through meticulous analysis and comparison, we seek to identify the methodologies employed and ascertain their relevance to today's linguistic requirements. By scrutinizing these educational resources, we aim to illuminate best practices in grammar instruction, ensuring alignment with contemporary linguistic needs.

In the present chapter of the thesis I am going to analyse two books for the fourth grade learners taking into the consideration of Peter Weinbrenner's textbook research model and Brunswick(1989) and *Fritzsche's (1992) principles for textbook judgement*. The choice of the



English textbooks for analysis is significant, as this stage in primary education represents a critical period in language development and literacy acquisition. Textbooks used at this level should not only provide learners with language skills and knowledge but also foster a love for learning and engagement with the English language. Therefore, it is essential to critically evaluate the design, content, and instructional strategies employed in these textbooks to ensure they meet the diverse needs of learners and promote meaningful and effective learning experiences.

### **2.1 Peter Weinbrenner's textbook research model**

According to *Weinbrenner (1992:107)* the textbook research model is recognized for its comprehensive and systematic approach to analysing educational materials. Drawing from Weinbrenner's insights and methodologies, scholars and researchers in the field of education have developed a structured framework for evaluating textbooks. This model typically involves multiple stages, beginning with the identification of research questions and objectives. Researchers then proceed to gather and analyse data from textbooks, examining various dimensions such as content, language, pedagogy, and cultural representations. Weinbrenner's influence is evident in the emphasis placed on critical discourse analysis, which involves scrutinizing the underlying ideologies and power dynamics embedded within textbooks. Through this research model, scholars aim to uncover implicit biases, stereotypes, and omissions in educational materials, with the ultimate goal of promoting more inclusive, equitable, and effective teaching and learning practices.

According to *Weinbrenner (1992)* this model distinguishes three types of textbook research :

- process-oriented research, which deals with the creation and the "life cycle" of the textbook;
- product-oriented research, which examines the textbook as a tool for education and visual communication;
- impact-oriented research, which looks at how textbooks influence worldviews, values and patterns of thinking.

### **2.4 Principles for textbook judgment**

The 1989 (Brunswick) the 9th International Conference on Historical Linguistics marked a turning point in the history of textbook publishing, when, despite all the theoretical debates, the

experience of textbook publishing in the previous decades and the consequences of the new world political situation led to the agreement of principles that had a major impact on international textbook writing, publishing and licensing in the following years. The participants formulated five principles as a 'consensus minimum' for textbook judgement :

1. Textbook content must be scientifically accurate and provide insight into scientific methodology and reasoning.
2. The author's teaching approach should be clear, age-appropriate, and realistic, with ample visual aids and diverse perspectives to engage learners effectively.
3. Textbooks must avoid perpetuating prejudices, stereotypes, or intolerance in both text and images.
4. Authors should transparently present their educational philosophy, scientific stance, and criteria for material selection to prevent manipulation.
5. Textbooks should incorporate diverse and engaging visuals to align with modern learners' visual culture and habits. (*Fritzsche, 1992*)

## **2.5 EFL textbook analysis**

In this thesis, I will conduct a detailed analysis of two English language textbooks designed for grade four: "Smart Junior English, Student's Book" authored by Mitchell and Malkohianni, published in 2021, and "English with Smiling Sam" by Karpyuk, also published in 2021. Through a comprehensive examination of these textbooks, I aim to assess various aspects such as content organization, language skills development, pedagogical approach, visual and textual features, cultural representation, and supplementary resources. By comparing and contrasting the strengths and weaknesses of these textbooks, I seek to provide insights into their effectiveness in supporting English language grammar learning for young learners at the primary level for grade four.

The "Smart Junior English, Student's Book 4" authored by Mitchell and Malkohianni is a special edition of an English textbook for Ukraine. The pedagogical approach prioritizes communicative language teaching with a focus on interactive and learners-centered activities. The textbook covers various language skills, including listening, speaking, reading, and writing, as well as grammar and vocabulary development. The content is organized into units, each containing thematic lessons that introduce new language, concepts and skills. The topic areas are

the following: family, eating, travelling, holidays, etc. The titles of the units are: “ Hello. Where are you from? It's my life! In the past. Eating right. Getting around. That's amazing! What's the matter? Let's welcome the holidays!”

The textbook begins with an engaging introduction where children introduce themselves, sharing their names and places of origin. From there, the journey unfolds through various thematic sections, each offering a rich tapestry of learning opportunities. In the section titled "Where are you from?", children embark on a cultural exploration, learning about different countries and cultures. "It's my life!" delves into personal narratives, allowing children to express their experiences and aspirations. "In the past" invites learners to discover history and heritage, while "Eating right" promotes healthy living habits. As the adventure progresses, "Getting around" equips children with essential vocabulary and phrases for navigation, both locally and globally. "That's amazing!" sparks curiosity with awe-inspiring facts and phenomena, fostering a love for learning. Navigating emotions and health, "What's the matter?" addresses physical and emotional well-being, encouraging empathy and self-awareness. Finally, "Let's welcome the holidays!" is about celebrations, cultural festivities, fostering a sense of unity and appreciation for diversity.

The textbook 'Smart Junior English, Student's Book' through its meticulously structured approach, navigates learners through fundamental grammar rules, thematic vocabulary, and essential language skills. It has got 128 pages. The language used in the textbook is age-appropriate and accessible to young learners. Vocabulary is introduced and practiced in context, with an emphasis on meaningful communication. The textbook includes a variety of vocabulary-building activities, such as games, puzzles, and exercises, to reinforce new words and expressions. Variety of task types and activities, such as pair work, group work, role-plays, games, and projects. These activities cater to different learning styles and preferences, providing opportunities for learners to practice and apply their language skills in a range of contexts. The materials in the textbook are authentic and relevant to the experiences and interests of primary school learners. They feature topics and situations that learners can relate to, making language learning more meaningful and engaging. The textbook includes supplementary resources, such as audio CDs, interactive digital materials, teacher's guides, and online resources, to support teaching and learning both inside and outside the classroom.

Throughout each section, interactive games and activities provide immersive learning experiences, reinforcing grammar concepts and vocabulary acquisition. Upon completion of each topic, the "Revision, Now I can, Phonics" segment offers a chance for reflection and

consolidation, allowing children to revisit and reinforce what they've learned in previous lessons. This comprehensive approach ensures that learners not only grasp new concepts but also develop the confidence and skills to apply them effectively. After reviewing the topics, I have come to the conclusion that the textbook is structurally well organized. There is a consistency between the pictorial illustrations, which is a good attention grabber.

The textbook presents a structured approach to teaching English grammar to young learners. The grammar material is arranged in highlighted, framed charts called "Grammar" inserted under the topic of the lesson, next to or between the exercises. The textbook introduces English grammar rules and language structures in a clear and systematic manner. It may follow a step-by-step approach, starting from basic concepts and gradually progressing to more complex ones. The rules are presented in a learner-friendly language, making them accessible and easy to understand for young learners.

Grammar				
What	are you	doing?	I'm	
	is he		He's	
	is she		She's	reading.
	are they		We're	
			They're	

**Table 1. Presenting Grammar. Example from the textbook "Smart Junior, Student's Book".**

Grammar is typically presented both implicitly and explicitly. Grammar points are often introduced within the context of a dialogue or a reading passage, allowing learners to see the grammar rule in action. Additionally, there are sections dedicated to explaining grammar rules explicitly, often accompanied by examples and exercises. Grammar rules are usually written in a clear and concise manner in the textbook, providing learners with a reference point for understanding the structure of the language. Grammar practice in the textbook often includes various types of exercises such as fill-in-the-blank, multiple-choice, sentence transformation. In the workbook accompanying the textbook, you can expect to find additional exercises that offer further practice and reinforcement of the grammar concepts covered in the main textbook. These exercises may include more challenging activities aimed at solidifying understanding and mastery of the grammar rules.

The textbook takes a multifaceted approach when introducing tenses such as the Present Continuous. For example, in the spoken language part, the short form is presented, which

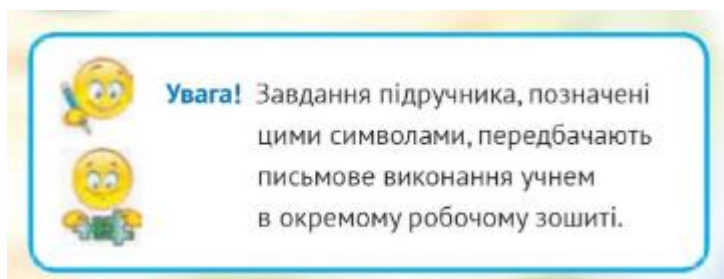
provides learners with practical, real language use. In addition, the full form of the auxiliary verb “BE” is introduced in the interrogative form, ensuring comprehensive coverage and understanding of the grammatical structure. This dual presentation caters to different learning styles and develops learner’s proficiency in using tenses effectively in both oral and written contexts. The author has chosen exercises that are good for practicing the subject. There is a balance between language accuracy and fluency-focused activities.

The textbook incorporates a wide range of vocabulary relevant to the target age group. It may include thematic vocabulary related to everyday life, such as family, school, hobbies, and activities. The vocabulary is presented through engaging visuals, illustrations, and real-life contexts to facilitate better retention and understanding. The columns in the textbook are similar to each other, also why they are there is indicated, so it is not difficult to see through.

The rules in the textbook are clear and concise for learners. There is no consistency in terms of length, as there are explanations of one and a half to a few sentences. In the back of the book we find the "Irregular verbs", which is very important in an English textbook. The book includes quizzes and at page 113 we can find the answers for them. From page 118 to 127 we can find a „Grammar reference” section which includes all the grammar issues presented in the textbook: conjugation of the verb in Present and Past Tenses. Formation of the Present Simple, Present Progressive, Past Simple and Future Simple as well the rules of their usage, the use of indefinite pronouns 'some' and 'any' with countable and uncountable nouns, the degrees of comparison of adjectives and the construction 'to be going to'.

The textbook covers all the important areas of FL teaching, such as listening, speaking, reading, writing, grammar, and vocabulary. The textbook is organized into thematic units with clear illustrations and age-appropriate language. It includes various activities to reinforce language skills and engages learners with authentic and relevant materials. While supplementary resources support teaching, potential areas for improvement include providing explanations of words and considering diversity in materials. Overall, it is a well-designed resource for learning EFL.

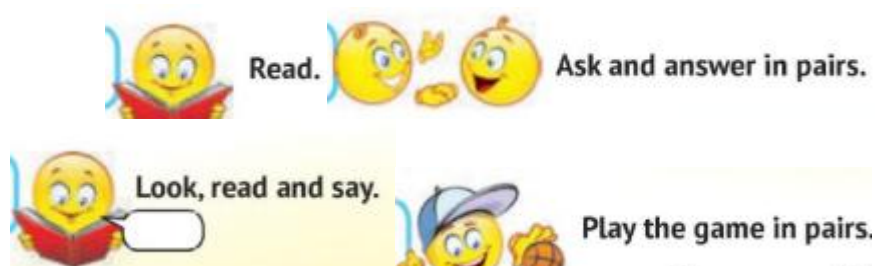
The coursebook compiled by Karpyuk has a colourful cover with children on it. When we open the book we find the place of publication, year and other official inscriptions. The textbook appears to be structured similarly to other English language textbooks, featuring colourful illustrations and engaging activities to facilitate language learning. The book starts with a welcoming message from "Smiling Sam," inviting learners to embark on their English language learning journey. We can see the following description:



**Picture 1. Example of “Instruction” from the textbook O. Karpyuk**

On page four we can see the contents that include the following topics: “Hello again! It's my life. My homeplace. Let's celebrate! Health and body care! The world of nature. On the move“.

The pedagogical approach seems to prioritize communicative language teaching, with a focus on interactive activities. Tasks encourage learners to engage actively in language production through pair work, group discussions, role-plays, and other communicative tasks. While specific details about supplementary resources are not provided, it can be assumed that the textbook may include additional materials such as audio CDs, interactive digital resources, teacher's guides, and online platforms to support teaching and learning. In the first Units, the first lesson „Hello again” and welcoming back tasks like „Say the chant and mime, Look and say”. Each task illustrates what the learners have to do in this task like: „Look, read and say, Play the game in pairs, Make word cards for your classroom, Look, listen and say, Listen, copy and fill in, Have a talk in three, Introduce your partner to the class, Read and role-play etc.” We can't find them in “Smart Junior”.



**Picture 2. Example from textbook “What they are going to do in this task” O. Karpyuk**

The textbook features vibrant and engaging illustrations that are likely to capture learners' attention and facilitate comprehension. Textual features such as bold headings, clear instructions, and visually appealing layouts contribute to the overall accessibility of the content. The inclusion of diverse characters and settings may promote cultural awareness and inclusivity among learners. This book also has „Story time” which is similar to Smart Junior English. Unlike the

book "Smart Junior English " by Mitchell and Malkohianni, Karpyuk's book has „Revision” and „Into your portfolio” before a new unit.

The textbook presents English grammar rules in a structured and accessible manner. It uses clear explanations and examples to introduce concepts such as verb tenses, sentence structure, and parts of speech. The progression of grammar topics is likely designed to build upon previously learned concepts, allowing for a gradual and systematic understanding of the language. The location of the rules in the textbook varies. The rules are shown in tables with an attention sign „Look”.



**Picture 3. Example”Look” from the textbook O. Karpyuk**

In "English with Smiling Sam" by O. Karpyuk, grammar is primarily presented explicitly. The textbook typically introduces grammar rules in a clear and direct manner, providing explanations and examples to help learners understand the concepts. Grammar is often presented in context, with dialogues, stories, or passages serving as examples to demonstrate how the grammar rules are used in real-life situations. Grammar rules are clearly written in the textbook, usually accompanied by examples to illustrate their usage.

The English textbook of Karpyuk for grade four has 129 pages. From page 124 to 129, the last pages we find a "Vocabulary", which is very useful in contrast to the previous book but there is no table of „Irregular verbs” which is, usually, an important part of the book. The textbook is rich in vocabulary, covering a wide range of themes and topics relevant to young learners. It may include vocabulary related to everyday life, such as family, school, food, and animals. The vocabulary presentation incorporates visual aids, such as pictures and illustrations to facilitate comprehension and retention. The form of Present Continuous is presented like in the previous book and focuses on the spoken form as well.

"English with Smiling Sam" by O. Karpyuk is a colorful and engaging textbook. Each unit contains thematic lessons focused on developing various language skills, with a pedagogical approach that prioritizes communicative language teaching. Tasks encourage active engagement through pair work, group discussions, and role-plays. While specific details about supplementary resources are not provided, it can be assumed that the textbook includes additional materials such

as audio CDs and digital resources to support teaching and learning. The inclusion of diverse characters and settings promotes cultural awareness and inclusivity among learners. However, the location of grammar rules in the textbook varies and the irregular verbs section is not included which is considered to be an important part of language learning material. "English with Smiling Sam" appears to be a well-designed textbook that effectively engages learners in language learning activities and fosters meaningful language acquisition.

Based on the typical structure of language textbooks "Smart Junior English, Student's Book" and "English with Smiling Sam," , they may use a combination of both methods, leaning more towards one or the other depending on the publisher's approach and the target audience's needs. As for the order of topics, textbooks often follow a logical progression based on the complexity of grammar structures and their frequency of use. While they cover similar topics, they might not necessarily follow the exact same sequence. Differences in the order of topics could be due to teaching philosophy.

This analysis will contribute to the identification of best practices in textbooks design ultimately informing decisions related to the selection, adaptation, and creation of instructional materials for English language learners in grade four which are recommended by the Ministry of Education and Science of Ukraine. Through a systematic examination of these textbooks, this study seeks to advance the field of English language teaching and learning, enhancing the educational experiences and outcomes of 4th-grade learners.



## **PART 3**

# **TEACHERS PERSPECTIVE ON TEACHING GRAMMAR TO YOUNG LEARNERS**

Teachers play a pivotal role in shaping the learning experiences of young learners, particularly in the realm of language education. Their methods, approaches, and interactions profoundly influence learners' understanding, engagement, and motivation. Recognizing the significance of the teacher-learner dynamic in language acquisition, this questionnaire seeks to explore the diverse strategies employed by educators when teaching grammar to young learners. By delving into teachers' methods, problem-solving approaches, motivational techniques, and preferences for grammar instruction, this study aims to glean valuable insights into effective pedagogical practices tailored to the needs and developmental stages of young language learners. As educators navigate the complexities of teaching grammar to young learners, their perspectives and experiences serve as invaluable resources for enhancing language learning outcomes and fostering a supportive and enriching classroom environment.

### **3.1 Research questions**

The purpose of this study was to identify the most common grammar teaching strategies from the perspective of English teachers. The research questions focus on various aspects of teaching grammar to young learners. They explore the importance of teaching grammar rules to young learners and inquire about effective strategies for introducing grammar concepts to this age group. The questions also investigate the use of discovery techniques in grammar instruction, the preference for explicit or implicit grammar teaching methods, and the incorporation of warm-up exercises at the beginning of lessons. Additionally, they address the common challenges teachers face when teaching grammar to young learners and how teachers stay updated on best practices and new approaches in grammar instruction for this demographic.

#### **3.1.1 Participants**

The third part of the present thesis is the description and an analysis of a research that aims to examine the teachers' perspective on teaching grammar to young learners with the help of a questionnaire. In order to get a clear picture about teaching grammar to young learners, 14 teachers: eleven females and three males were randomly selected from different schools to fill in a questionnaire that aims to examine the methods and techniques they used by them as well as the challenges they face in teaching grammar to young learners.

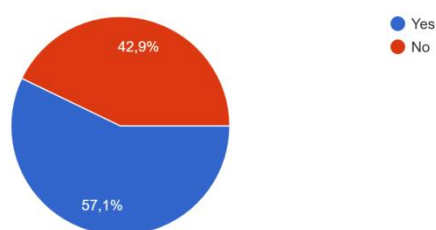
### 3.1.2. Research instruments

In order to get a better understanding to teaching grammar to young learners lesson observations were carried out and an online questionnaire was created to receive answers to the research questions. The questionnaire was used to collect qualitative and quantitative data from the participants. The questionnaire contains four open-format questions and 14 closed-format questions. In the beginning, the participants were asked to give information about their gender and about the educational institution at which they received their degree. The questionnaire was designed to gather insights into effective teaching methods for young learners, particularly regarding the introduction of grammar concepts. The questionnaire aims to uncover a range of effective practices and strategies employed by teachers to teach grammar to young learners.

### 3.1.3 Research findings. Discussion and interpretation of the results

The research was conducted at the end of the second term of academic year 2023-2024. This study seeks the involvement of teachers who are willing to participate in the research. The participants were informed about the purpose of the research and asked to respond to the questions anonymously. The questionnaires were sent to the teachers online.

The initial section of the questionnaire delves into inquiries aimed at understanding the importance of teaching grammar rules to young learners. Among the respondents, eight participants affirmed the significance of this aspect with a "Yes" response, while six participants opted for the "No" answer. (Refer to Diagram 1 for a visual representation).

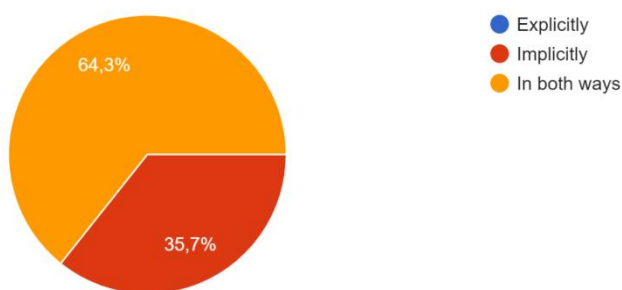


***Diagram 1. Teacher's answers on question if they think it is important to teach grammar rules to young learners or not***

The next questions were about discovery techniques if they use it in teaching grammar and what kind of discovery techniques they use. All of the teachers are using discovery techniques in their teaching. They are mostly using discovery techniques like: reading, listening, matching techniques but someone also uses chants and rhymes. The questionnaire also asked about examples of age-appropriate activities or games that reinforce grammar concepts. Most of

the participants answered with the game “Simon says” but there were also activities and games like: “I have never..” role-plays, memory games, sentence building and grammar puzzles.

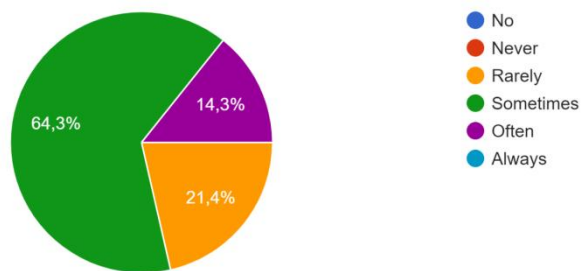
In the realm of teaching grammar, educators commonly employ a blend of explicit and implicit approaches. While some opt for indirect methods, engaging learners in communication-based activities, watching movies, and reading books in the target language, others choose a more direct approach by explaining grammar rules, providing examples, and guiding learners through practice exercises. Interestingly, the preliminary analysis reveals that five of the participants exclusively adopt implicit teaching methods. For a visual representation of these findings, please refer to Diagram 2.



***Diagram 2 Teacher’s responses on teaching grammar explicitly or implicitly or in both ways***

To make the grammar instruction part of the lesson engaging for learners, teachers often incorporate interactive activities and games that promote active participation and stimulate interest. 2 of the participants using only traditional textbook exercises. The other 12 participants are incorporating games, incorporating role-plays, and hands-on activities. By incorporating elements of fun and interactivity, teachers can capture learners' attention and create a positive learning environment that fosters engagement and enthusiasm for grammar learning.

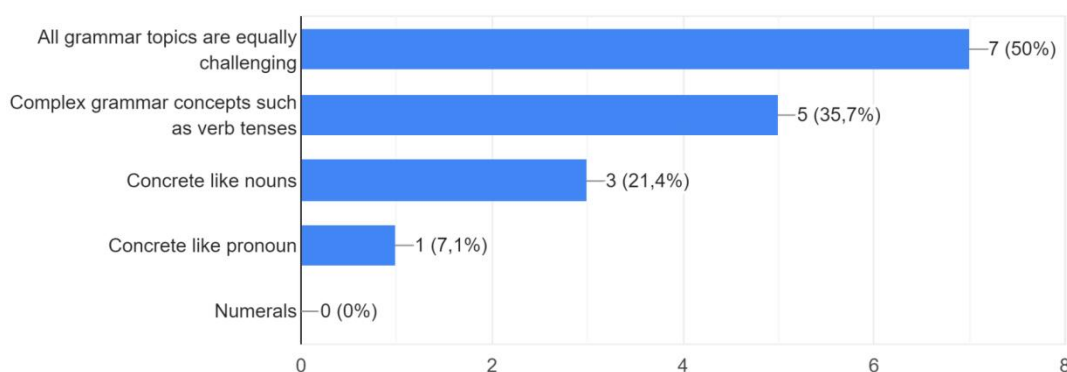
In addition to incorporating interactive activities, all educators recognize the importance of warm-up exercises at the outset of their lessons. These exercises not only prepare learners for the upcoming material but also serve as a means to activate their prior knowledge. Remarkably, all participants utilize warm-up exercises as an opportunity to practice grammar, seamlessly integrating foundational language skills into the initial stages of their lessons. For a visual representation of these practices, please refer to Diagram 3.



**Diagram 3 Teachers responses on practicing grammar when doing warm-up exercises**

The use of visuals, props, or multimedia resources in teaching grammar to young learners the majority of respondents (13) find these resources valuable for making grammar concepts tangible and memorable. However, one participant disagrees, stating that they find such resources unnecessary and distracting for learners

In the following questions, the focus shifts to identifying specific grammar topics that may present challenges or be relatively straightforward for young learners to comprehend. A notable seven participants indicated that all grammar topics can be particularly challenging for young learners due to their inherent complexity. Among these, five participants highlighted complex grammar concepts such as verb tenses, while three participants identified "Nouns" as particularly challenging. Additionally, one participant singled out "Pronouns" as posing difficulties for young learners. For a visual representation of these responses, please refer to Diagram 4.



**Diagram 4 Teacher's answers about specific grammar topics that are particularly challenging for young learners to grasp.**

The educators answered that there are grammar topics that young learners find relatively easy to grasp. The most common topics from the answers are: Numerals and Verb forms.

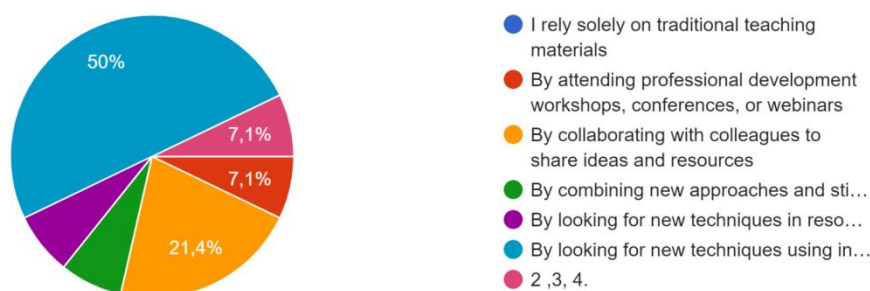
In the subsequent question, participants explored common challenges encountered by teachers when teaching grammar to young learners, along with strategies for overcoming these hurdles. The majority of respondents, comprising ten answers, highlighted the challenge of "Maintaining learners' interest and focus." Similarly, nine participants emphasized the difficulty of "Maintaining learners' attention." Additionally, four respondents identified "Maintaining discipline" as a significant challenge, while six participants cited "Understanding" as a common hurdle. In response to the open-format question regarding strategies for overcoming these challenges, the following answers were provided:

*Participant 1* emphasized the importance of integrating diverse practices and approaches to tackle challenges effectively. *Participant 2* suggested incorporating interesting tasks to reinforce grammatical concepts, while *Participant 3* mentioned using ice breakers, material-related games, and roleplays to engage learners. *Participant 4* shared the strategy of incorporating active games and quizzes linked to the curriculum to maintain learners' interest. *Participant 5* emphasized using engaging teaching techniques tailored to learners' interests and needs. Finally, *Participant 6* stressed the significance of recognizing and accommodating individual differences in learning styles, abilities, and interests among young learners.

In the final question, educators were asked about their methods for staying updated on best practices and new approaches in teaching grammar to young learners. Among the responses, seven educators indicated that they rely exclusively on traditional teaching materials. Three participants reported actively collaborating with colleagues to share ideas and resources. Additionally, one respondent each mentioned seeking professional development opportunities, attending workshops, and exploring online resources as their means of staying updated. For a visual representation of these responses, please refer to Diagram 5.

How do you stay updated on best practices and new approaches in teaching grammar to young learners?

14 válasz



*Diagram 5 on how the educators stay updated on best practices and new approaches in teaching grammar to young learners.*

### 3.2 Lesson observations

Observing classroom lessons provides valuable insights into teaching practices, learners engagement, and the dynamics of the learning environment. Through systematic observation, educators, researchers can gain a deeper understanding of teaching methodologies, instructional strategies, and learners behaviours. This introduction sets the stage for exploring the intricacies of lesson observations, highlighting their significance in educational research and professional development. In this context, this report presents the findings of a series of lesson observations conducted in an elementary school setting. The observations focused on examining teaching practices, learners' engagement, and the effectiveness of instructional strategies, particularly in the context of English language learning and grammar instruction.

During the observation period, ten lessons were observed, all led by the same teacher in a Hungarian elementary school located in Rakoshyno. The decision to focus on a single teacher and a consistent classroom setting allows for a deeper exploration of teaching practices and learners' responses over time. By closely monitoring multiple lessons conducted by the same teacher, observers can identify patterns, trends, and variations in instructional strategies and learner interactions. The teacher was a 23 year-old woman with two years of teaching experience. She taught English to young learners aged from 6 to 10 years. Their mother tongue was mostly Hungarian but there were a few learners whose mother tongue was Ukrainian. The teacher used a textbook and a workbook during the lessons. The coursebook the teacher used in grades one to four was "Smart Junior English, Student's Book" by Mitchell and Malkohianni.

The classroom was well-organized and conducive to learning. Student chairs were arranged for movement and interaction, and the teacher's desk was strategically placed for effective management. A well-maintained blackboard facilitated visual instruction. Educational paintings and writings on the walls provided visual cues and reminders of learning objectives, enhancing the overall learning environment.

At the outset of the lesson, the teacher employed warm-up exercises to engage and prepare the learners for learning. In grades one and two, the lesson commenced with a game of word association. Learners were encouraged to participate actively by brainstorming words related to a given topic, fostering creativity and vocabulary expansion. Conversely, in grades three and four, the teacher introduced a guessing game, wherein learners were prompted to decipher clues and identify animals relevant to the lesson. These interactive warm-up activities not only energized the learners but also set a positive tone for the subsequent learning tasks, ensuring active engagement and readiness to participate in the lesson. Following the warm-up exercises, the lesson proceeded with the routine practice of checking homework. It was noted that homework assignments were only given to learners in grades three and four. Consequently, during this segment of the lesson, the teacher focused specifically on reviewing and evaluating the completed assignments of these learners. This practice served to reinforce learning from previous lessons, provide feedback on learners' progress, and maintain accountability for completing homework tasks.

Following the homework check, the teacher proceeded to introduce the new topic to the learners in all classes. Throughout the observed sessions, various topics were covered including Family Members, Time, Numbers, Our World, Story Time, and Egypt. These themes were selected to align with the learners' developmental stage and foster foundational language skills. In the process of introducing new vocabulary, the teacher employed visual aids, particularly pictures, to enhance understanding and engagement among the learners. These visual representations served as powerful tools to illustrate concepts, objects, or actions associated with the newly introduced words. By incorporating pictures into the lesson, the teacher provided a visual context that facilitated comprehension and retention of vocabulary items. While the learners had tests on vocabulary, there were no tests observed on grammar during lesson observations. During the "Story Time" segment of the lesson, learners engaged in a narrative activity where they listened to a story presented through audio played from the teacher's telephone. As the story played, learners listened attentively, immersing themselves in the narrative. Subsequently, they collaborated to translate the story into their target language, promoting language comprehension and communication skills. Young learners further developed

their grammar skills during activities centered around the topic “Prepositions of place”. Through exercises such as inserting prepositions before specific locations and participating in listening tasks where they had to identify the destinations mentioned, learners actively applied grammatical concepts related to spatial relationships and sentence structure. These tasks provided practical opportunities for learners to reinforce their understanding of grammar within a contextualized learning environment.

Towards the conclusion end of each lesson, an interactive game related to the day's topic was conducted, involving all classes. These games served to reinforce lesson content, promote active participation, and consolidate learning in a fun and engaging manner. Despite the variation in topics across classes, the games were carefully tailored to align with the specific theme covered during the lesson. Observations indicated that all learners enthusiastically participated in these activities, demonstrating enjoyment and enthusiasm for the interactive learning experience. It was noted that on certain occasions, the excitement generated by the games led to an increase in noise levels within the classroom. Despite this, the overall impact of the games was positive, fostering a dynamic and vibrant learning environment where learners actively engaged with lesson material and interacted with their peers.

The lessons were made up with interesting tasks for all of the groups. The teacher used discovery techniques like: reading and listening activities, words study, practice techniques, written practice. The incorporation of discovery techniques enriched the grammar learning experience for learners by providing them with diverse opportunities to interact with language in meaningful ways. By integrating reading, listening, vocabulary study, practice, and written activities, the teacher ensured a comprehensive approach to language learning that catered to the diverse needs and learning styles of all learners groups.

The observations clearly indicated that the very young learners thoroughly enjoyed the lessons, particularly when engaging in activities such as games, singing, and drawing. These interactive and creative elements of the lessons sparked enthusiasm and excitement among the learners, fostering a positive and dynamic learning environment. Games provided learners with opportunities for active participation and collaborative learning, while also making the learning process enjoyable and engaging. The competitive and playful nature of games captivated the learners' interest and encouraged them to actively participate in lesson activities.



## CONCLUSIONS

The present thesis has provided a comprehensive overview of various aspects related to teaching grammar to young learners, as well as the effectiveness of English language textbooks and teaching methodologies observed in an elementary school setting.

Harmer's conclusions aligns with the observed teaching practices by emphasizing the importance of providing learners with tangible experiences and opportunities for interaction in language instruction. He highlights the significance of engaging learners through activities that appeal to their senses and encourage active participation. The observed lessons effectively incorporated these principles by utilizing interactive and multisensory activities to stimulate learners' interest and facilitate their language learning. Piaget offers insights into children's cognitive development and learning processes. Piaget emphasizes the active role of children in constructing their understanding of the world through exploration and experimentation. The observed lessons reflect Piaget's emphasis on active learning by providing learners with opportunities to explore language concepts through hands-on activities and interactive experiences. For example, activities like drawing and storytelling allow learners to actively engage with language and construct meaning in a meaningful context.

The conclusions of Harmer and Piaget both underscore the importance of active engagement, experiential learning, and scaffolding instruction to meet the developmental needs and cognitive abilities of young learners.

The second part of my thesis is about textbook analysis. Both "Smart Junior English, Student's Book" by Mitchell and Malkohianni and "English with Smiling Sam" by O. Karpyuk are comprehensive English textbooks. They share several similarities, such as colourful illustrations, thematic units covering various language skills, and a focus on engaging activities to facilitate language learning. Both textbooks prioritize communicative language teaching and encourage active learner participation through pair work, group discussions, and role-plays. Additionally, they include supplementary resources to support teaching and learning. However, there are also notable differences between the two textbooks. While "Smart Junior English" features structured grammar columns and includes sections on irregular verbs and a grammar reference section, "English with Smiling Sam" lacks such explicit grammar instruction and supplementary grammar resources. Additionally, "Smart Junior English" incorporates vocabulary-building activities and provides explanations of words, which are not found in "English with Smiling Sam."

The research findings presented in Part 3 sort out on the diverse perspectives and practices among teachers regarding grammar instruction. It becomes apparent that a one-size-fits-all approach does not exist, as educators vary in their preferences for explicit or implicit instruction. However, a common theme emerges: the acknowledgment of the importance of engaging learners through interactive activities and multimedia resources. Despite encountering challenges such as maintaining interest and attention, teachers are employing a range of strategies to support effective grammar learning. These strategies include the integration of interesting tasks and the recognition of individual differences among learners. Interestingly, there is a notable reliance on traditional teaching materials for staying updated, indicating potential opportunities for collaborative learning and professional development within the field. Integrating lesson observation could further enrich these insights by understanding of teachers' practices and their impact on grammar instruction.

Bringing together these insights, it is evident that effective grammar instruction requires a multifaceted approach that considers diverse learner needs, engages learners through interactive activities, and utilizes varied instructional strategies. Additionally, the evaluation of language textbooks is crucial in ensuring they adequately support grammar learning and cater to the diverse needs of learners. By leveraging these findings, educators can continue to refine their grammar teaching practices and enhance the quality of language education for young learners

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## РЕЗЮМЕ

Поточна дисертація надає всебічний огляд різних аспектів, пов'язаних з викладанням граматики молодим учням, а також ефективності підручників з англійської мови та методів навчання, спостережених в початковій школі.

Висновки Хармера узгоджуються зі спостереженими практиками викладання, наголошуючи на важливості надання учням матеріальних вражень та можливостей для взаємодії у мовному навчанні. Він підкреслює значення залучення учнів до діяльності через активну участь. Спостережені уроки ефективно впроваджували ці принципи, використовуючи інтерактивні та багаточутливі вправи для стимулювання інтересу учнів та полегшення їх мовного навчання. П'яже надає уявлення про пізнавальний розвиток дітей та процеси навчання. Він наголошує на активній ролі дітей у конструюванні свого розуміння світу через дослідження та експериментування. Спостережені уроки відображають активне навчання за П'яже, надаючи учням можливість досліджувати мовні концепції через практичні заняття та інтерактивні враження. Наприклад, вправи малювання та розповіді дозволяють учням активно залучатися до мови та будувати значення у значущому контексті.

Висновки Хармера та П'яже обидва підкреслюють важливість активної участі, досвідченого навчання та інструкції схемами, щоб відповісти на розвивальні потреби та когнітивні можливості молодших учнів.

Друга частина моєї дисертації присвячена аналізу підручників. Як "Smart Junior English, Student's Book" від Мітчела та Малкохіанні, так і "English with Smiling Sam" від О. Карпюка є всеохопними англійськими підручниками. Вони мають кілька спільних рис, таких як яскраві ілюстрації, тематичні розділи, що охоплюють різні мовні навички, та акцент на цікаві завдання для полегшення мовного навчання. Обидва підручники надають перевагу комунікативному методу навчання та заохочують активну участь учнів через роботу в парах, групові дискусії та рольові ігри. Крім того, вони включають додаткові ресурси для підтримки викладання та навчання. Проте, є помітні відмінності між цими двома підручниками. У той час як "Smart Junior English" містить структуровані граматичні колонки та розділи про неправильні дієслова та довідник з граматики, "English with Smiling Sam" не має такої явної інструкції з граматики та додаткових ресурсів. Крім того, "Smart Junior English" включає завдання з поповнення словникового запасу та надає пояснення слів, які не знайдені в "English with Smiling Sam."

Дослідні висновки, представлені у частині 3, демонструють різноманітні погляди та практики серед вчителів з питань викладання граматики. Стає очевидним, що не існує універсального підходу, оскільки педагоги відрізняються у своїх уподобаннях щодо явного чи неявного навчання. Проте, з'являється загальна тема: визнання важливості залучення учнів через інтерактивні завдання та мультимедійні ресурси. Незважаючи на виклики, такі як підтримання інтересу та уваги, вчителі застосовують широкий спектр стратегій для підтримки ефективного навчання граматики. Ці стратегії включають в себе впровадження цікавих завдань та визнання індивідуальних відмінностей серед учнів. Цікаво, що існує помітна залежність від традиційних навчальних матеріалів для оновлення знань, що вказує на потенційні можливості для колаборативного навчання та професійного розвитку у цій сфері. Інтеграція спостережень за уроками може подальше збагатити ці уявлення, розуміючи практики викладання та їх вплив на навчання граматики.

Об'єднуючи ці висновки, стає очевидним, що ефективне викладання граматики потребує багатогранного підходу, який враховує різноманітні потреби учнів, залучає учнів через інтерактивні завдання та використовує різноманітні навчальні стратегії. Додатково, оцінка мовних підручників має велике значення для того, щоб забезпечити, що вони належним чином підтримують навчання граматики та задовольняють різноманітні потреби учнів. Використовуючи ці висновки, педагоги можуть продовжувати вдосконалювати свої практики викладання граматики та підвищувати якість мовної освіти для молодших учнів.



## APPENDICES

### Questionnaire

#### Teaching grammar to young learners

Dear Respondent!

My name is Valentina Vass and I am a 4th year English Language and Literature major student.

The following questionnaire would help me with my thesis on Teaching grammar to young learners.

Thank you very much for your answers!

Gender : male/female

At which educational institution did you receive your degree?

1. Do you think it is important to teach grammar rules to young learners? Yes/No
2. What are some effective strategies for introducing grammar concepts to young learners?
3. Do you use discovery techniques in teaching grammar? Yes/No
4. If you answered „Yes” on the previous question, what kind of techniques do you use?
5. Can you provide examples of age-appropriate activities or games that reinforce grammar concepts?
6. Do you teach grammar explicitly (in a direct, structured way, by studying grammar rules) or implicitly (giving learners communication-based activities, or by watching movies, reading books the target language)? Explicitly/ Implicitly/Both ways
7. How do you make the part of the lesson when you teach grammar engaging for learners?
8. Do you do warm-up exercises at the beginning of the lesson? Yes/No
9. If your answer was "Yes" on the previous question, do you practice grammar when doing warm-up exercises? Never/Rarely/Sometimes/Often/Always
10. What role do visuals, props, or multimedia resources play in teaching grammar to young learners?
11. Are there any specific grammar topics that are particularly challenging for young learners to grasp?

12. Are there any specific grammar topics that are easy for young learners to grasp?
13. If your answer was YES, which are they / can you enumerate some topics that are easy for young learners to grasp?
14. What are some effective assessment methods for evaluating young learners' understanding of grammar?
15. What are some common challenges teachers face when teaching grammar to young learners?
16. How do you overcome them? (Challenges you face when teaching grammar to yl)
17. How do you stay updated on best practices and new approaches in teaching grammar to young learners?

# Звіт про перевірку схожості тексту

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Схожість 6%	Збіг: 49 джерела	Вилучено: 0 джерела
Інтернет: 7 джерела	DOI: 0 джерела	База даних: 0 джерела
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