TEACHING GRAMMAR THROUGH ONLINE PLATFORMS FOR YOUNG LEARNERS

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Annotation. This paper examines the theoretical and empirical aspects of teaching grammar to young learners through online platforms. The rapid development of digital technologies and the transition to online education have significantly influenced language teaching methodologies. Drawing on established theories of teaching young learners and technology-enhanced learning, the study analyzes how online platforms support grammar acquisition, motivation, and learner engagement. Using qualitative and quantitative research methods, the findings reveal that interactive digital tools and multimedia resources contribute to improved learning outcomes and foster positive attitudes toward grammar learning among young learners.

Keywords: online platforms, grammar teaching, young learners, digital learning, e-learning tools, technology-enhanced education

Аннотация. В статье рассматриваются теоретические и эмпирические аспекты обучения грамматике младших школьников с использованием онлайн-платформ. Быстрое развитие цифровых технологий и переход к онлайн-образованию оказали значительное влияние на методику преподавания иностранных языков. Опираясь на современные педагогические теории и исследования в области обучения детей и использования технологий в образовании, в работе анализируется роль онлайн-платформ в формировании грамматических навыков, повышении мотивации и вовлеченности учащихся. Результаты качественного и количественного анализа показывают, что интерактивные цифровые инструменты и мультимедийные ресурсы способствуют улучшению учебных результатов и формированию положительного отношения к изучению грамматики.

Ключевые слова: онлайн-платформы, обучение грамматике, младшие школьники, цифровое обучение, электронные образовательные инструменты, образовательные технологии

Annotatsiya. Mazkur maqolada yosh o'quvchilarga grammatikani onlayn platformalar orqali o'qitishning nazariy va amaliy jihatlari yoritib beriladi. Raqamli texnologiyalarning jadal rivojlanishi va ta'lim jarayonining onlayn shaklga o'tishi xorijiy tillarni o'qitish metodikasida muhim o'zgarishlarga olib keldi. Yosh o'rganuvchilarni o'qitish va ta'limda texnologiyalardan foydalanishga oid ilmiy qarashlarga tayangan holda, maqolada onlayn platformalarning grammatik bilimlarni shakllantirish, o'quvchilarning motivatsiyasi va darsdagi faolligini oshirishdagi o'rni tahlil qilinadi. Sifat va miqdoriy tadqiqot natijalari interaktiv raqamli vositalar va multimedia resurslari yosh o'quvchilarning grammatikani o'zlashtirish samaradorligini oshirishini hamda o'rganishga ijobiy munosabatni shakllantirishini ko'rsatadi.

Kalit soʻzlar: onlayn platformalar, grammatika oʻqitish, yosh oʻquvchilar, raqamli taʼlim, elektron taʼlim vositalari, taʼlim texnologiyalari, e-learning tools, technology-enhanced learning

Introduction

Grammar takes a pivotal place within the process of learning a foreign language since it equips learners with a structural foundation essential for effective communication. Harmer (2015) says that grammar transcends being a guideline because it assists learners in comprehending the workings of the language within the real act of communication. Within the learner category of young learners, the teaching of grammar takes a pivotal place since children execute cognitive development.

"Young learners acquire a language more successfully when the grammar is implicitly as well as meaningfully presented rather than being explained abstractly," according to Cameron (2001). This means that fun learning activities are not possible when following traditional teaching methods of learning grammar. Children are encouraged to learn through play activities, stories, singing, or other meaningful forms of communication. These are essentially absent when learning grammar according to conventional teaching methods

The increasing advancements in information and communication technologies have made online platforms an indispensable element in contemporary education. Warschauer (2000) explains that the impact of technology on second language instruction is immense and has significantly affected the method and manner in which the grammar is taught. In the wake of the transition to online learning, there is no denying the fact that online platforms are on the increase in grammar learning in English for young learners. The reason is that grammar is taught in context using multimedia interfaces.

This article aims to investigate the effectiveness of grammar learning using online resources for young learners and various approaches for improving grammar learning in the online classroom.

Literature Review

Grammar teaching for younger students has long been a topic for discussion in applied linguistics and language teaching. It is generally agreed that teaching grammar to children is a highly different process from teaching it to adults.Cameron (2001) considers that children learn grammatical concepts and structures more effectively when these concepts and structures are taught through meaningful contexts and examples as opposed to being instructed through abstract rules. Children learn language holistically, and they use understanding through exposure and repetition.

This is supported by the arguments of Harmer (2015) when he states that grammar classroom practice should be use/meaning, not use/form and makes recommendations about how learners need to be given the chance to observe grammar patterns through communication activities prior to instruction. This is especially true for young learners, who learn best in an environment whereby they make discoveries.

The position or concern related to teaching practices or approaches in grammar teaching is detailed by Richards and Rodgers in 2014. Richards and Rodgers have discussed different teaching practices in foreign languages, such as Communicative Learning Approach or Communicative Language Teaching (CLT), and Task Based Language Teaching (TBLT), in which including grammar teaching in communication is encouraged. Such practices involve

interaction between learners, interaction in meaningful tasks, and interaction in daily activities, all of which suit young learners and online teaching.

Even studies involving the teaching of English to young learners emphasize the value of child-oriented learning procedures. In support of this emphasis, Shin & Crandall (2014) affirm that young learners should be provided with a fostered learning context in which grammar could be introduced using topics they know well, stories, melodies, or games. They further add that a tech-enhanced context can be used to facilitate these aspects.

Technology integration for language learning has received a large number of studies. According to Warschauer (2000), digital technologies impact language learning and teaching through various enhanced forms of interaction and access to learning resources. The author argues that computer-assisted language learning, CALL, enhances opportunities for individual learning and instant feedback, both of which are crucial for successful learning in grammar. Despite this importance, Warschauer highlights that successful learning technology can be achieved if all pupils have equal access to learning technologies and if teachers possess learning technology knowledge.

Slattery and Willis (2001) concentrate on classroom techniques for teaching young learners and underline the importance of meaningfully incorporating grammar teaching in classroom practices.

In summary, it appears from the existing literature that there is a clear consensus on contextualized and interactive grammar instruction for young learners. Moreover, from the past studies, it can be inferred that online platforms are also very suitable for such grammar instructions. However, it has been observed in the past studies and there is a need for empirical research to ascertain the impact of such online grammar instruction on young learners' motivation and grammatical development. This study intends to fill the gap.

Their research suggests the online environment, if utilized effectively, has the potential to replicate, or even improve, these routines through interactive tasks, visual assistance, and continuous practice offerings.

Research Object & Methodology

The research aims at the process of English grammar instruction for young learners at the primary education level using online platforms. The research will particularly examine how online learning platforms affect learners' grammar learning, motivation, and participation. Taking into consideration Cameron's (2001) notion on child-based language instruction, it should be noted that young learners have a preference for visual, auditory, and games-based instruction.

This study also considers the issue of teachers' roles in teaching grammar online. Richards and Rodgers (2014) support that whatever teaching approach is used, its effectiveness lies with the teachers' application of that approach. Thus, a paramount consideration is given to teachers' teaching approaches, application of multimedia technology, and management techniques in teaching grammar online.

A mixed method design has been used in this study. In this approach, both qualitative and quantitative methodologies have been used. At the initial level, a theoretical analysis of related literature on teaching grammar to young learners in language classes and online language teaching has been used. At this stage, related theories from Cameron (2001), Harmer (2015), and Shin and Crandall (2014) have been extensively used.

These observations in the empirical phase were carried out to observe online grammar lessons between the teacher and the learners through virtual classrooms and educational applications.

To obtain quantitative data, pre-test and post-test analyses were conducted to determine learners' levels of understanding of simple grammar notions of verb form, word order, and plural nouns. The results were statistically interpreted to establish levels of improvement.

In addition to that, there were questionnaires and semi-structured interviews administered to teachers of primary schools. Their purpose was to investigate teachers' attitudes towards online grammar teaching, benefits, problems, and ways of dealing with them. Data analysis was done descriptively to establish some patterns.

Results and Discussion

The findings from this study clearly reveal that teaching grammar through online tools has a positive impact on young learners' grammar development. One of the most prominent findings from this study is that learner motivation is enhanced. As pointed out by Shin and Crandall (2014), it is revealed through this study that young students are motivated to learn grammar through games, songs, and animation.The evaluation of the pretest and posttest outcomes shows that there is considerable enhancement in grammar accuracy and understanding among the learners. The learners performed better in employing the present simple tense, creation of plural nouns, and simple sentence formation. This is in line with Harmer's (2015) suggestions that grammar acquisition works well when learners are actively employing language.

The use of visual and multimedia resources was an essential aspect when it came to learning grammar rules. According to Cameron (2001), visually assisting children is essential as they make use of visuals to comprehend various abstract concepts. In this case, animations, images, and video tutorials assisted the students to learn grammar rules effectively and meaningfully.

Another key finding would be the development of autonomy among learners using online platforms. Online platforms enable learners to practice on their own. Immediate feedback is provided. Richards and Rodgers (2014) emphasize the development of autonomy in learners as it increases responsibility levels. The teachers found it very convenient to teach learners using online platforms.

Despite these positive findings, some challenges were also discovered. Technological challenges like internet connectivity and the availability of devices hindered the continuity of lessons. In support of Warschauer (2000), it is confirmed that technology disparity is a major issue affecting online learning. Additionally, the technology literacy of the teacher greatly impacted the success of lessons. Teachers who are more technology literate scored higher in learning outcomes compared to those who were not.

These results support the view that teaching grammar in online contexts cannot be limited to the explanation and illustration of rules. On these lines, Harmer (2015), and Cameron (2001), for example, have stated that grammar should be incorporated into Communicative activities, where learners have ample opportunities to use the language meaningfully while acquiring grammatical and Communicative competence.

Conclusion

Online grammar teaching is an efficient and up-to-date teaching method for young learners. Based on the theoretical views from Cameron(2001), Harmer(2015), and Richards & Rodgers(2014), it has been found in this study that online interactive tools answer all cognitive and affective needs required by young learners. When grammar is taught in online meaningful activities, young learners demonstrate an effective grammatical ability with a positive attitude toward foreign language learning.

Although there are challenges associated with the use of the online grammar courses, such as technology limitations as well as training for the teachers, the advantages of the use of the grammar courses outweigh the disadvantages. The study provides a recommendation for the use of the grammar courses in the conventional classroom through the use of blended learning. Future research should aim at the long-term implications of the use of the grammar courses, as well as the use of artificial intelligence in the study of grammar

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