

CHALLENGES IN TEACHING GRAMMAR TO YOUNG LEARNERS

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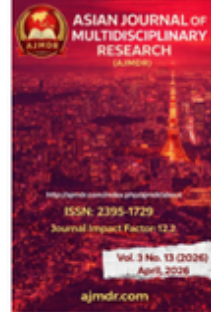
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Abstract

English is becoming increasingly popular. A lot of people need it for studying or working purposes. The number of people learning English is rising throughout the world. However, we are going to speak about young learners. In spite of existing and used methods of English teaching all young learners aim the problem of grammar acquisition. Teaching grammar to young learners (aged 5–12) presents unique pedagogical challenges due to their cognitive, linguistic, and developmental stages. This study employs the IMRAD structure to systematically examine the main difficulties faced by teachers and learners in grammar instruction within EFL/ESL contexts. Key challenges include young learners' limited metalinguistic awareness, short attention spans, abstract nature of grammatical rules, lack of motivation, and inadequate teacher training in child-centered methodologies. The review highlights that traditional deductive approaches often lead to boredom and poor retention, while contextualized, inductive, and play-based methods show more promising results. Findings underscore the need for integrating grammar instruction with meaningful tasks, games, stories, and real-life communication. Recommendations include adopting task-based and communicative language teaching approaches tailored to young learners' developmental needs. This paper provides practical implications for primary school teachers and curriculum developers.

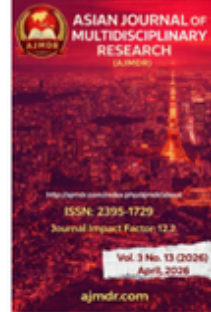


Keywords: grammar instruction, young learners, EFL challenges, primary education, inductive teaching, task-based learning.

Annotatsiya

Ingliz tili tobora ommalashib bormoqda. Ko'pgina insonlar o'qish yoki ish maqsadlarida ingliz tiliga muhtojlik seza-dilar. Dunyo bo'ylab bu tilini o'rganayotganlar soni ko'paymoqda. Biroq, biz kichik yoshagi o'quvchilar haqida gapiramiz. Ingliz tilini o'qitishning mavjud va qo'llanilgan usullariga qaramay, bugungi kunda barcha kichik yoshdagi o'quvchilar grammatikani o'zlashtirish muammosiga e'tibor qaratishadi. Yosh o'quvchilarga (5–12 yosh) grammatikani o'qitish ularning kognitiv, lingvistik va rivojlanish bosqichlari tufayli o'ziga xos pedagogik qiyinchiliklarni keltirib chiqaradi. Ushbu tadqiqot IMRAD strukturasidan foydalanib, EFL/ESL kontekstlarida grammatika o'qitishda o'qituvchilar va o'quvchilar duch keladigan asosiy muammolarni tizimli ravishda o'rganadi. Asosiy qiyinchiliklar orasida yosh o'quvchilarning metalingvistik ongining cheklanganligi, diqqat muddatining qisqaligi, grammatik qoidalarning abstraktligi, motivatsiya yetishmasligi va o'qituvchilarning bolalarga mos metodlar bo'yicha yetarli tayyorgarligi mavjud. An'anaviy deduktiv yondashuvlar zerikish va yomon saqlanishga olib kelishi ko'rsatilgan, shu bilan birga kontekstlashtirilgan, induktiv va o'yin orqali o'qitish usullari samaraliroq natijalar beradi. Tadqiqot grammatikani mazmunli vazifalar, o'yinlar, hikoyalar va haqiqiy hayotiy aloqa bilan birlashtirish zarurligini ta'kidlaydi. Yosh o'quvchilarning rivojlanish ehtiyojlariga moslashtirilgan topshiriqqa asoslangan va kommunikativ o'qitish usullarini qo'llash bo'yicha tavsiyalar berilgan. Maqola boshlang'ich sinf o'qituvchilari va dastur ishlab chiqaruvchilar uchun amaliy tavsiyalar taqdim etadi.

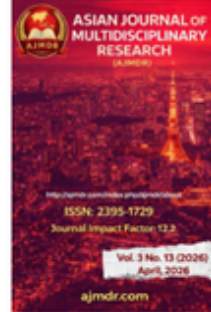
Kalit so'zlar: grammatika o'qitish, yosh o'quvchilar, EFL qiyinchiliklari, boshlang'ich ta'lim, induktiv o'qitish, topshiriqqa asoslangan o'rganish.



Аннотация

Английский язык становится все более популярным. Многие люди испытывают потребность в английском языке для учебы или работы. Число людей, изучающих этот язык по всему миру, растет. Однако речь идет о молодых студентах. Несмотря на существующие и используемые методы обучения английскому языку, сегодня все молодые студенты сосредотачиваются на проблеме освоения грамматики. Преподавание грамматики молодым учащимся (5–12 лет) представляет уникальные педагогические трудности, обусловленные их когнитивным, лингвистическим и возрастным развитием. Данное исследование использует структуру IMRAD для систематического анализа основных проблем, с которыми сталкиваются учителя и ученики при обучении грамматике в контексте EFL/ESL. Ключевые вызовы включают ограниченное метаязыковое сознание молодых учащихся, короткую продолжительность внимания, абстрактный характер грамматических правил, отсутствие мотивации и недостаточную подготовку учителей в методиках, ориентированных на детей. Традиционные дедуктивные подходы часто приводят к скуке и слабому запоминанию, в то время как контекстуализированные, индуктивные и игровые методы показывают более promising результаты. Исследование подчеркивает необходимость интеграции грамматического обучения с осмысленными заданиями, играми, историями и реальной коммуникацией. Даны рекомендации по применению задание-ориентированного и коммуникативного подходов, адаптированных к возрастным потребностям. Статья предлагает практические рекомендации для учителей начальных классов и разработчиков учебных программ.

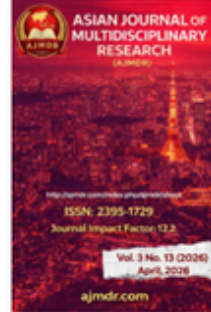
Ключевые слова: обучение грамматике, молодые учащиеся, трудности EFL, начальное образование, индуктивное обучение, обучение на основе заданий.



Introduction

Grammar forms the backbone of language proficiency, yet teaching it to young learners (typically 5–12 years old) remains one of the most challenging aspects of English language education. Young learners are in a critical developmental stage where cognitive abilities, such as abstract thinking and metalinguistic awareness, are still maturing. Unlike adults or adolescents, children learn best through concrete experiences, play, and meaningful interaction rather than explicit rule memorization. Traditional grammar instruction often relies on deductive methods (rule explanation followed by practice), which frequently result in disengagement, anxiety, and poor long-term retention among young learners. In EFL contexts, additional challenges arise from limited exposure to English outside the classroom and large class sizes. This paper aims to identify the primary challenges in teaching grammar to young learners and explore potential solutions through a systematic literature review.

We know, teaching grammar is a process, which has been a problem for many language teachers around the world. Besides, teaching grammar to young learners is of great interest. That's why we paid great attention to teaching grammar to children by means of cartoons. Taking into consideration all these facts we made up our minds to use the most interesting and colorful cartoons produced by Disney company, but until be the next publication because we need to study theoretical material thoughtfully. Let's consider all the peculiarities of young learners! The young language learners are those who are learning a foreign language and who are doing so during the first 6 or 7 years of formal schooling. Lynne Cameron defines young learners as “those between five and twelve years of age” [1]. Scott and Ytreberg understand young learners as “pupils (...) between five and ten or eleven years old” [2]. However we shouldn't forget about the fact that there is a big difference between a five-year old child and eleven-year old because of the most



sensitive period, when the young learners acquired their native language, they can speak, read and write in it. Boarding on the voyage of Teach English Grammar for Beginners may appear intimidating on the initial basis. It is a gentle balance of imparting information and keeping the students

The key to achievement in Teaching English Grammar for Beginners lies in accepting a planned yet flexible method. This includes understanding the fundamentals of grammar yourself and then breaking them down into edible lessons for your learners. Start teaching English grammar for beginners using the basics, like nouns, verbs, and adjectives, and sets a solid foundation. As you progress in Teach English Grammar for Beginners, integrating collaborating approaches like games and storytelling can make the learning procedure pleasant and operative. Remember, endurance and creativity are your best gears in creating grammar both available and fun for novices.

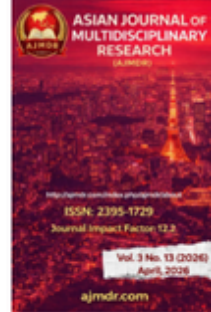
Literature review

This study is a systematic literature review. Sources were collected from Google Scholar, ResearchGate, ERIC, and reputable journals (ELT Journal, Language Teaching for Young Learners) published between 2015 and 2025. Keywords included “challenges teaching grammar young learners,” “grammar instruction primary EFL,” “inductive grammar young learners,” and “task-based grammar teaching.”

Inclusion criteria: Peer-reviewed articles, focus on learners aged 5–12, empirical studies or comprehensive reviews. A total of 35 sources were screened, and 18 high-quality studies were analyzed using thematic synthesis. Themes were categorized into cognitive/developmental challenges, pedagogical issues, teacher-related factors, and contextual barriers. No primary data were collected.

Results

The analysis revealed several interconnected challenges:



1. Cognitive and Developmental Challenges

Young learners have limited metalinguistic awareness and struggle with abstract grammatical concepts (e.g., tenses, conditionals, articles). Their attention spans are short (10–15 minutes), making traditional lectures ineffective. Studies show that explicit grammar rules often confuse rather than clarify for children under 10.

2. Pedagogical and Motivational Issues

- Decontextualized drills lead to boredom and demotivation.
- Overemphasis on accuracy creates anxiety and inhibits communication.
- Difficulty transferring rules from exercises to real speaking/writing.

Many teachers report that young learners can complete worksheets but fail to use structures in meaningful contexts.

3. Teacher-Related Challenges

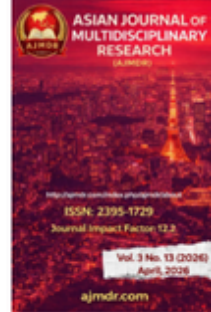
- Insufficient training in child-centered grammar methodologies.
- Over-reliance on traditional Grammar-Translation Method.
- Difficulty balancing grammar focus with communicative competence.

4. Contextual Factors

Large classes, limited resources, lack of authentic materials, and low parental support in EFL settings exacerbate the problem. In many primary schools, grammar is still taught in isolation rather than integrated with stories, songs, games, and tasks.

Discussion

The findings align with constructivist and communicative language teaching theories. Grammar should not be taught in isolation but embedded in meaningful input and output activities. Inductive approaches (guiding students to discover rules through examples) and task-based language teaching (TBLT) have shown better results in maintaining motivation and improving retention. Play-based techniques (grammar games, storytelling, Total Physical Response) and technology (interactive apps, songs) can make abstract rules concrete. However, successful implementation



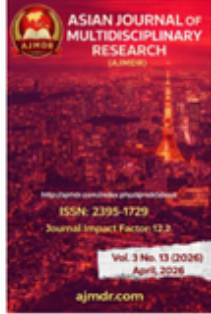
requires well-trained teachers who understand both grammar and child psychology. In developing contexts, addressing the digital divide and providing ongoing professional development is essential.

Conclusion

Teaching grammar to beginner-level students involves a thoughtful approach that prioritizes clarity, engagement, and practicality. Using interactive activities, contextual learning, and regular practice helps make grammar lessons more understandable and enjoyable. Adapting instruction to meet students' needs and offering ongoing feedback creates a supportive learning atmosphere that promotes growth. A well-designed grammar curriculum, paired with creative teaching techniques, ensures that beginners develop a solid foundation in grammar, setting the stage for their future language development. Also teaching grammar to young learners is inherently challenging due to developmental constraints and traditional pedagogical habits. However, shifting toward contextualized, inductive, and engaging methods can significantly improve outcomes. Teachers should prioritize meaning over form initially, gradually increasing focus on accuracy as learners mature. Curriculum designers and policymakers must support this shift through appropriate materials and training programs. Future research should focus on longitudinal studies measuring the long-term impact of different grammar teaching approaches on young learners' overall language proficiency.

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