

## YOUNG LEARNERS` LANGUAGE ACQUISITION AND USE OF APPROPRIATE METHODS

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### ABSTRACT

According to the genealogical classification, Uzbek language refers to the Turkic language family language and its particular language structures are similar but vary in terms of linguistic points, grammar and sounds. Some young learners have misunderstandings in spelling of the words, so they often interfere Uzbek letters, sounds in English language. They confuse some sounds and make mistakes in spelling and pronouncing English words. It impacts learners` communication while conversing in their target languages. Due to this, there are some affective factors which influence on significantly students language acquisition. In this procedure, needed approaches can ease teaching and learning process for both teachers and students as well. It is known that, Second language acquisition process refers to some important theories, hypothesis about language learning and teaching process. This research paper highlights the importance of using Total Physical Response and Natural Approach which Brown, D. (2014) described them as the Age-and-Acquisition-Inspired Teaching Methods. These can be helpful for developing elementary and pre-intermediate level students` language skills in Uzbekistan. Additionally, the approaches can initiate students` adaptation to L2 and generate motivation to the learning process. The research provides supportive conceptions by the prominent scientists such as Asher, J., Brown, D., and Krashen, D. in the literature review part. Case study was lead with primary class students and collected data was based on class observation and use of particular methods including TPR and Natural approach while conducting the lessons.

**Keywords:** Young learners, language acquisition, L1 interference.

### INTRODUCTION

Teaching as a second or foreign language is challenging for EFL/ESL teachers and it is important to choose proper techniques by taking into consideration students` ages, levels, learning styles, interests while planning and leading the lesson. Due to the teachers` experiences, who are teaching A1 level students, learners usually encounter some difficulties in English language performances. Teaching process becomes more difficult, when learners` native language alphabet and target language alphabet coincides. It mainly, refers to their writing and speaking skills. How can EFL teachers deal with the spelling, pronunciation problems in early ages? Which methods can be utilized to develop young learners` language abilities? In this research there provided the way of dealing them by using Age-and-acquisition-inspired methods: Total physical response and Natural approach.

### LITERATURE REVIEW

#### **Age-and-acquisition-inspired Teaching Methods**

For teaching English it is important to consider learner individuals, who possess different aptitudes and adaptations to the Language. As Ellis (2005) cited about the term Aptitude Treatment Interaction instructions should be matched to the learner and they should have

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appropriate instructions which is suitable for their aptitudes. He states "...Matching can be achieved in two principal ways: 1) by making instruction suit the learner and 2) by helping learner to adapt to the instruction." This phenomenon proves Age-and-acquisition-inspired methods like Total Physical response and Natural Approach is suitable method that helps to adapt learners to the instruction of the learning procedure in order to gain particular knowledge of English.

### **Total Physical Response**

Asher, J. (1977) describes TPR as a very suitable method for primary classes, so that can be used for young learners. It is beneficial to use songs, games and actions in order to teach English. Brown (2014 p.74) describes the child acquisition through TPR actions are productive in early ages: "...this method departed from strictly drawing insights from children's "natural" acquisition. Additionally, as cited D. Brown (2014) TPR method is used to teach language in imperative mood. Douglas Brown (2014, p.73) suggests TPR has also demerits. He states it is helpful when learners are young learners and he comments: "It was effective in the beginning levels of language proficiency, but lost its distinctiveness as learners advanced in their competence. TPR is used more as a type of classroom activity, which is more useful way to view it. Many successful communicative, interactive classrooms utilize TPR activities to provide both auditory input and physical activity."

### **Natural Approach**

Age-and-acquisition-inspired teaching methods include Natural approach which is mostly used in the classrooms and instructed by the teacher in order to explain and prepare pupils to put the learnt materials into practice. It is very important to create comfortable atmosphere for learning procedure. This approach is concerned as establishing language atmosphere by the teacher in the classroom for receiving language effectively. Krashen, D. (1995) acknowledges that "The general goal is the ability to communicate with native speakers of the target language. Particular objectives are also specified in communicative terms. For example, they expect students in the beginning stages to be able to talk about themselves and their families. The focus is primarily on the acquisition of the ability to communicate messages using target language." As above mentioned, Natural approach is the acquisition of communicative language used for providing with needed knowledge of the theme. Comprehension reflects in learner's knowledge of language in practice. So, learners can learn through the input which is provided by the teacher.

## **METHODS**

### **Observation of using TPR and natural approach**

Chosen site for investigation of proper methods for language learning was conducted with a help of 4<sup>th</sup> year pupils at the Secondary school in Tashkent. In order to analyze the spelling and other related problems, there were utilized Age-and-acquisition-inspired methods considering Natural approach and TPR method to teach general English for young learners. To find out more about young learners' language acquisition and English language performances, TPR, and Natural approach activities were conducted as a research tools. There was urgency to use Natural approach in order to teach challenging themes which are quite unfamiliar with a Uzbek culture. While using Natural approach students have been explained, have been illustrated some authentic materials. After checking learners' comprehensions, then communicative atmosphere have been created in order to put it into practice. It was easy to follow instructions and students were able to work independently using target vocabulary, grammar and other materials related to the topic.

## RESULTS

In order to collect data primary class students` were observed during an academic year (2018-2019). The class 4A which were involved to the research procedure for the comparison with the second opponent group (class 4B). Class 4A was selected to investigate the effect of the methods for developing language skills. By using TPR activities such as “Simon says”, “Listen and do” students could deal with pronunciation problems. With the help of the song “In the Jungle” about the animals such as monkeys, tigers which are living in the jungle at the moment in order to teach Present Continuous Tense. That was not simply learning the poem; through imitating students were able to differentiate the tense forms and were able to understand Progressive form of the verb. Additionally, it entertained learners when they were exhausted after some lessons and it served as a warm up activity at the beginning of the lesson as well. As for the use of Natural approach method helped to introduce grammar, vocabulary to put comprehensible input with some handouts, real objects, visual aids. Through this way learners put their learnt materials into practice.

According to the observation period of 10 months the Age-and-acquisition-inspired methods impacted on the young learners` language learning process positively. Age-and-acquisition-inspired Teaching Methods raised effectiveness of teaching significantly. By practicing in the classroom school teachers considered Age-and-acquisition-inspired Teaching Methods are suitable for students` ages and interests. It helped to develop young learners` listening abilities and it boosted their confidence in speaking English. . Research analysis showed Second language acquisition through age-and-acquisition-inspired methods considered as an appropriate method for teaching.

## DISCUSSION

### **Findings from Uzbek and English alphabet challenges**

During the lesson procedure instructors who are teaching primary classes have challenges in an initial stage of writing and listening in target language. There are some letter and sound misconceptions between L1 and L2 for young learners. The reason of it, Uzbek and English language have similar letters of alphabets but different in spelling.(*table 1*) Most of letters are written like exactly in an English. In Uzbek language every letter of the word is pronounced, but in English language there are cases that some sounds of a word are not pronounced and differ from its written form. They made mistakes in using following letters: a) Letters Xx and Hh are similar in pronunciation and but in English alphabet Xx and Hh considered quite different letters. b) While performing language, sometimes, students interfere Uzbek sounds with English confusing “C” and letter “S” sounds. They encounter some difficulties in pronouncing, spelling of the words because they have only “S”. c) There are two letters in English which have similar sounds “V” and ”W” for Uzbek children. There is only letter “V” and it sounds like English “V”. Students misinterpret these sounds, when we used words using letter “W” of changed places of “V” and “W. For example, while writing some words such as “violet”, “wallet”, “willow”, “van”,” won” they often write incorrectly.

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**Table 1.**

Uzbek alphabet (31 letters and apostrophe) (taken from the students` book, <i>Mother tongue 5</i> )	English alphabet (taken from the students` book, <i>Kids` English 2</i> )
Aa	Aa
Bb	Bb
Dd	Dd
Ee	Ee
Ff	Ff
Gg	Gg
Hh	Hh
Ii	Ii
Jj	Jj
Kk	Kk
Ll	Ll
Mm	Mm
Nn	Nn
Oo	Oo
Pp	Pp
Qq	Qq
Rr	Rr
Ss	Ss
Tt	Tt
Uu	Uu
Vv	Vv
Xx	Ww
Yy	Xx
Zz	Yy
O`o`	Zz
G`g`	
Shsh	
Chch	
Ng ng	
`(apostrophe)	

**Findings from the practice**

From the pedagogical experience, making use of TPR as an activity was very productive for both young learners. It is utilized as a warm up activity in order to introduce grammar rules such as present simple, present continuous tenses. Because learners did not need to say anything until they felt ready to do so, and the teacher was the source of the learners` input the method .Students can easily learn new words through music and actions. For example, at the age of 7 she learnt names of the week days, family members, and numbers effectively through TPR actions. Young learners enjoy jumping and dancing and imitating the songs. It helps them to comprehend the meaning of the new words when they listen to the song. From my practice I realized it is helpful for also teenage pupils because they still children who want to enjoy during the lesson and they need care as child yet.

**CONCLUSION**

Research on using proper methods for learners` language acquisitions affected the language learning process positively. Appropriate methods like TPR and Natural Approach improved students` communicative competences and they achieved to the expected results. Considered tools were helpful for the instructors to deal with pronunciation, spelling problems in learners`

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language performances and could generate motivation by raising interests to the foreign language.

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