

TEACHING WAYS OF GRAMMAR RULES FOR A2 LEVELS: A
COMPREHENSIVE APPROACH

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Annotations: - *Clarification:* They explain difficult terms or concepts found within the article.

- *Citations:* Annotations can provide references to other works or research that support the information presented.

- *Insights:* Authors may include personal insights or critiques on certain points, offering a deeper perspective.

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Footnotes: Comments or explanations placed at the bottom of the page.

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Key Words: - *Second Language Acquisition:* The process by which people learn a language other than their native language.

A2 Level: A reference to the second level on the Common European Framework of Reference for Languages (CEFR), indicating basic proficiency in a second language.

- **Grammar Instruction:** Teaching focused on the rules and structure of a language, including syntax, morphology, and punctuation.

- **Pedagogical Approaches:** Different methods and strategies used in teaching to promote learning.

- Task-Based Learning: An instructional approach that focuses on using meaningful tasks to enhance language learning.
- Explicit vs. Implicit Learning: Explicit learning is the intentional learning of rules and structures, while implicit learning occurs naturally without conscious awareness of rules.
- Communicative Language Teaching (CLT): An approach that emphasizes interaction and communication in language learning as a means to develop proficiency.
 - Error Correction: The process of identifying and addressing mistakes made by learners, aimed at improving language accuracy.
- Input Hypothesis: A theory that suggests learners acquire language best when they are exposed to language input that is slightly above their current proficiency level.
- Interaction Hypothesis: A theory that posits that language is learned best through interactive communication, where learners negotiate meaning.
- Feedback Strategies: Techniques used to provide learners with information about their performance, helping them to improve.
- Formative Assessment: Assessment that is conducted during the learning process to monitor progress and provide ongoing feedback.
- Vocabulary Development: Strategies and activities aimed at expanding a learner's word knowledge and usage.
- Contextual Learning: Learning that occurs in a specific context or situation, making it more relevant and meaningful to learners.

The task of teaching grammar rules to A2 learners presents a unique challenge in the realm of language acquisition. As learners transition from basic to intermediate proficiency, they require methods that not only ensure comprehension but also foster engagement and retention. At this stage, students are still building their grammatical foundation, but they are also ready to understand more complex structures that will facilitate fluent communication.

This article examines various effective ways to teach grammar at the A2 level, supported by both research and practical teaching strategies.

1. The Significance of A2 Level Grammar Acquisition

The A2 level in the Common European Framework of Reference (CEFR) represents the beginning of a deeper understanding of grammar structures in a second language. According to the CEFR, learners at this stage can communicate in simple and routine tasks requiring a simple exchange of information on familiar topics. However, they still need considerable support to master grammar rules and their applications. Research by Ellis (2006) suggests that grammar instruction at the A2 level should not solely focus on explicit rule learning but should be integrated into communicative practices. He emphasizes that learners must be provided with opportunities to "acquire" grammar rules through context, rather than through mechanical repetition alone. This highlights the need for diverse teaching methods that encourage natural, context-based language learning. As stated by Housen and Pierrard (2005), "Effective grammar instruction at lower proficiency levels demands a balance between explicit teaching and meaningful practice, which allows learners to internalize rules through meaningful use." Therefore, grammar teaching methods should move beyond rote memorization and aim at a more holistic approach, incorporating real-world usage.

---2. Contextualized Grammar Instruction

One of the most effective methods for teaching grammar to A2 learners is contextualized instruction. By presenting grammar rules within meaningful contexts, teachers can help students understand not just the mechanics of a structure, but also when and why it is used. Research by Swan (2001) advocates for context-based learning, arguing that, "Grammar is best learned when it is presented in context, helping students to not only understand its form but also its function in communication." For example, instead of teaching the present continuous tense as an isolated rule, instructors can present it through a narrative or a description of an event in progress: She is cooking dinner right now.

They are playing football in the park. Using real-life contexts—such as telling a story or describing a process—makes the grammar more memorable. Moreover, learners can see the immediate relevance of the rule, enhancing motivation and retention.

Interactive classroom activities that encourage learners to practice grammar in context are also highly effective. Role-playing, storytelling, or even using video clips to illustrate grammar rules can bring the structures to life. When A2 students actively use grammar structures in realistic scenarios, they build a deeper connection with the material.

3. Focus on Meaningful Practice: Activities and Techniques

Effective grammar teaching at the A2 level requires consistent and varied practice. However,

it's not just about completing worksheets or drills—it's about engaging students in meaningful practice that allows them to apply the grammar structures in dynamic ways.

Carter and Nunan (2001) emphasize that "language practice should not be separated from communicative intent." The authors suggest that grammar exercises must align with communicative tasks to ensure that learners not only practice form but also enhance fluency and communication skills. Thus, it's important to integrate grammar activities into task-based learning scenarios.

Here are some practical activities that can promote meaningful grammar practice at the A2

level:

- Gap-Fill Exercises with Contextual Prompts: These exercises should involve real-life contexts, where students fill in missing grammar structures in a story, dialogue, or description.
- Sentence Transformation Tasks: Learners can be given sentences in one tense or structure and asked to transform them into another. This enhances both understanding and flexibility in using grammar.

- Interactive Games: Games like grammar bingo, matching activities, and board games make learning grammar fun. These can help reinforce grammar structures while also encouraging friendly competition.

- Pair and Group Work: Pair and group activities promote collaborative learning. For instance, learners can work together to complete a short story using a particular grammar rule, helping each other along the way. This type of interaction fosters a deeper understanding of grammar through peer explanation and discussion.

As Harmer (2007) notes, "When learners use grammar structures in a context that mirrors real communication, they begin to understand its practical use beyond the rules." Therefore, teaching grammar should always involve purposeful practice that mimics natural language use.

4. The Role of Error Correction and Self-Correction

A key aspect of teaching grammar at any level is error correction. For A2 learners, the process of correction is critical in refining their understanding of grammar rules. However, it is essential that error correction does not undermine learners' confidence or fluency.

Research by Truscott (1996) highlights the importance of "tactful correction," where feedback is provided in a way that encourages learners to reflect on their errors and learn from them.

Truscott argues that explicit correction is not always necessary; rather, giving learners the chance to self-correct can be more beneficial in the long run.

Encouraging self-correction and peer feedback can help learners develop independence and problem-solving skills. Teachers should guide students to identify errors and correct them, rather than simply providing the right answer. This promotes metacognitive awareness and empowers learners to take ownership of their language development.

5. Incorporating Technology into Grammar Instruction

In today's digital age, technology can play a significant role in enhancing grammar

teaching.

Various online platforms, apps, and multimedia resources provide interactive ways to practice grammar rules.

According to a study by Stockwell (2012), "Technology can be an effective tool in language instruction, particularly when it comes to grammar practice. It allows for personalized learning and immediate feedback." Platforms like Duolingo, Babbel, or Quizlet can offer learners a fun and interactive way to practice grammar rules at their own pace. Additionally, using videobased learning, such as YouTube tutorials or educational podcasts, can provide exposure to grammar rules in authentic contexts, further reinforcing understanding.

6. Conclusion: Holistic Approaches to Grammar Instruction

Teaching grammar to A2 learners requires a thoughtful balance between explicit instruction and engaging practice. By focusing on contextualized learning, meaningful practice, error correction, and the integration of technology, teachers can create a dynamic and effective learning environment.

As Ellis (2006) concludes, "The ultimate goal of grammar instruction is not merely to know the rules, but to be able to use them effectively in communication." Teachers must, therefore, adopt methods that not only impart grammatical knowledge but also help students apply it in real-world situations.

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