

WAYS OF TEACHING ENGLISH AT PRIMARY SCHOOLS BASED ON KRASHEN'S PRINCIPLES

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Abstract: *this article explores effective methods for teaching English in primary schools, grounded in Stephen Krashen's principles of second language acquisition. It emphasizes the importance of comprehensible input, the affective filter hypothesis, and the natural order of language acquisition as foundational concepts for educators. Through a review of existing literature and case studies, the article presents various instructional strategies that align with Krashen's theories, such as immersive language experiences, interactive storytelling, and the use of visual aids to enhance understanding. Additionally, it discusses the significance of creating a low-anxiety learning environment to foster student motivation and engagement. The findings suggest that implementing Krashen's principles can lead to improved language proficiency and greater enthusiasm for learning among primary school students. This research contributes to the ongoing discourse on effective language teaching practices and offers practical recommendations for educators seeking to enhance their English language instruction.*

Keywords: *English language teaching, primary education, Krashen's principles, comprehensible input, language acquisition.*

Introduction

The modern methodology of teaching foreign languages is grounded on the best practices used in language acquisition. So, the teachers should realize their

efficacy and how to use them. The more popular all around the world is Krashen's five hypotheses. Every scholar in applied linguistics have been using and analyzing his main principles in their articles by doing research and experiment at schools. His principles have helped a lot to students for their language acquisition. That's why this article is devoted to discussion how teacher can apply Krashen's principles at primary schools.

Ways of Krashen's principles application

One of his principles in teaching include providing *comprehensible input* to the learners in the classroom. It means that given materials should be just beyond the students' current proficiency level, ensuring that those materials should remain comprehensible still a bit more challenging. According to Krashen [p. 63] when the acquirer does not understand the message, there will not be any acquisition, in other words, incomprehensible input will be only noise. Therefore, teachers should pay attention to the comprehensibility level of the chosen materials. Krashen's another prediction is that the comprehensibility requirement which is made up of "just talking", or "free conversation", is not language teaching. Simply being a native speaker in the target language does not give any qualification to being a teacher. Even if the teacher with extensive or conscious knowledge of that language cannot suit to be a language teacher either. The most defining side of a qualified teacher can be seen in his or her ability to make input comprehensible to a non-native speaker, regardless of their level of competence in the target language [Krashen 1982, p. 64]. Technology of teaching English at primary schools should contain different comprehensibility checking tasks for learners. For instance, after students have finished reading a story, teachers should

provide worksheets with questions to assess their understanding. Another aid to comprehension would be to use explicit-linguistic support in the form of realia, tools and pictures which help beginners to acquire structures a bit beyond them. Krashen stated that good teachers also take into consideration of student's knowledge of the world in helping comprehension by bringing familiar topics to discuss. However, this kind of topics should not be too familiar because they can impede their motivation and interest towards reading that text thereby limiting their capabilities to comprehend and acquire new structures. Teachers can *incorporate Student Interests* by designing lessons around topics that interest students, making the material more engaging and relevant. There exist some techniques that teachers can use to help comprehension during the lesson, one of them would be *using authentic materials*. Teachers can incorporate real-world resources such as videos, songs, articles and stories that are slightly above the students' current knowledge.

Grouping students according to their reading levels can help because not everyone is in the same level in the class, someone may have more knowledge or become more talented, and someone's vocabulary range is greater compared to others. Therefore, in this situation teachers had better organize levelling groups in order not to overwhelm them. Prior to the lesson, teachers should have a general idea of the class's level of English proficiency as well as an idea of each student's actual level of English proficiency it is not a good idea to make the material too simple or too complex for the class. Students should be divided into several levels, with top students receiving extra help to reach their full potential and underachievers receiving additional care to stay up with everyone else. Instructors

must also prepare related materials and props ahead of time. Before class, each group should be given assignments that are "i+1" challenging. It should be ensured that students from various groups may efficiently access pertinent resources and preview the content.

Scaffolding instruction "a process of 'setting up' the circumstances to facilitate the child's successful and easy entry, then progressively removing the barriers and transferring the role to the child as he gains the necessary skills to handle it." [Bruner 1983, p. 60]. According to Walqui [2006, p. 163], scaffolding instruction can be applied through visuals, graphic organizers, and pre-teaching vocabulary to introduce complex concepts easily beforehand.

Creating a Low-Anxiety Environment requires we should pay attention to the factors such as student-teacher relationships, teaching methods, classroom design and teacher's role. Primary school students are in a period of incomplete mental development [Lanzerun Wu 2023, p.24]. They easily fall into emotions, and at this time if they are not motivated appropriately by teachers they may fail to continue learning, they tend to give up in this period. Therefore, **Games and interactive activities** which require comprehension and communication, such as charades or Pictionary can reinforce language skills can come as a help to educate young pupils in a fun way. In this way, students pay their attention to the meaning of language rather than a form. They begin to get interested in the language again in this way. Teachers should act as an actress if needed by creating a real scene in front of her or his learners. They should make students imagine as if they were sitting in the English atmosphere. As Krashen stated an effective teacher is he who can impart knowledge to his students in the low-anxiety environment.

Engaging in Collaborative Activities can be a great help to reduce anxiety in students. Teachers can use pair or group work to reduce anxiety and promote peer support. Activities like role-playing or group projects can enhance social interaction. Krashen's personal view is that forcing pupils to produce early before the student has established enough competence through comprehensible input, would be the most anxiety-provoking thing in language classes. While some students may be able to speak as soon as possible, others may feel unprepared or less secure until they have accumulated enough competence. A safe procedure is not to urge early production and allow the student decide when is the most convenient time to start talking or writing.

Focus on Communication over form is one of the most acknowledged principles of Krashen. Teachers should prioritize meaningful communication over rote grammar instruction, allowing students to acquire language naturally through interaction. Encourage students to express their ideas even if their grammar is not perfect. Teachers should be tolerant to her or his students' errors in speaking, they should not rush to correct their mistakes but listen to their speech without interrupting. Error correction is inevitable for everyone. It raises affective filter, especially in beginning stages in speaking process. Error correction is, unfortunately, the profession's typical reaction to error, and in Krashen's view it has been a serious mistake. Error correction immediately puts the pupil on the defensive, according to Krashen. It promotes a method where the learner tries to steer clear of errors, steer clear of challenging structures, and concentrate more on form than meaning. It might throw off an exchange's whole conversational emphasis [Krashen 1982, p. 74]. They may not want to produce speeches in a fear

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of making mistakes, which is a psychological burden in many learners. Teachers can correct their students' errors when those errors may affect the meaning of the sentence or be a shame if not corrected. Creating a natural environment where self-confidence and motivation linger is a rule of affective filter hypothesis. Teachers should take on the role of facilitators when the classroom process is impeded and cannot continue as usual. Encourage and mentor students while taking an active role in their discussions on various subjects and activities. According to textbooks, engaging teaching activities and materials are set up in the classroom to consistently boost students' intrinsic motivation to learn English. We should also commend and support various students according to their varying expectations in order to boost their external motivation. Students will be able to mix their internal and external desire to study English as a result. Students should get prompt, equitable evaluations once they appear on stage. Praise, acknowledging students' progress, and preserving and igniting their enthusiasm in learning should be the main goals of the review. We should actively plan and execute after-school activities after class. Practice is used to enhance and add to the course material as a second language in the classroom and for recreational reading. To guarantee the participation of students, this activity and its content should be thoughtfully planned, and there should be related follow-up and research. Teachers should actively reflect on their own teaching flaws and establish right notions after class. It is crucial to refine and diligently study in order to consistently develop one's professional abilities before class and throughout the winter and summer breaks. The latest developments in computer science and second language learning should be actively studied by teachers. Since the subject of second language acquisition is

always evolving, educators should stay up to date on the latest research and understand how different pedagogical approaches are used in the classroom. Without theoretical instruction, practice is impossible. According to Monitor hypothesis by Krashen, he stated his principles saying ***encouraging self-monitoring***. From this principle we can understand that students should be taught to reflect on their language use and progress. Utilizing journals and learning logs to note learners' what they have learned or their future expectations towards language. This principle can be used in practice to aged learners, because young learners cannot monitor their knowledge or progress.

Another principle would be ***providing constructive feedback*** which focuses on communication effectiveness rather than just grammatical correctness. Avoiding heavy feedbacks is practical, because they may hinder natural environment closing the mouth of pupils in front of teachers. Teachers should highlight strengths that they notice in their students accompanied by suggesting areas for improvement.

Conclusion

To conclude, teaching technology based on Krashen's principles includes some principles such as focus on meaning over form, tolerance to error correction, providing comprehensible materials, which would be more challenging, and creating anxiety-free environment. These principles can be applied with the help of some techniques containing grouping students according to their levels, providing constructive feedback, using scaffolding instruction, collaborative activities and games. The abovementioned principles can yield favorable outcomes if implemented well into the teaching process.

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