

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter reviews the relevant theoretical foundation concerning the teachers' way to implement grammar teaching to young learners which covers some theories of grammar, teaching grammar for young learners, teachers' approach to teach grammar, Indonesia curriculum of English for young learners, and previous studies about grammar teaching.

#### **2.1 Grammar**

According to Thornburry (1999) Grammar is partly the study of what form or structure are possible in a language, traditionally grammar has been concerned almost exclusively with analysis at the level of sentence.

Grammar gains its prominence in language teaching, particularly in English as a foreign and second language, in as much as without a good knowledge of grammar, learners' language development will be severely constrained. Content of grammar is essential for learners to be able to manipulate grammatical form, this is not sufficient. Learners also need to understand the concept(s) expressed and the function(s) performed through a particular grammatical element (Widdowson, 1990 and Harmer, 1987 in Gabriellatos, 1994) .

Grammar is thought to furnish the basis for a set of language skills, they are: listening, speaking, reading, and writing. In listening and speaking, grammar plays a crucial part in grasping and expressing spoken language since learning the grammar of language is considered necessary to acquire the capability of

producing grammatical acceptable utterances in the language (Corde, 1998 in Widodo 2006). In reading, grammar enables learners to comprehend sentence interrelationship in paragraph, a passage and a text. In the context of writing, grammar allows the learners to put their ideas into intelligible sentences so that they can successfully communicate in a written form. Lastly, in the case of vocabulary, grammar provides a pathway to learners how some lexical items should be combined into a phrase or a good sentence so that meaningful and communicative statements or expressions can be formed (Widodo 2006).

## **2.2 Teaching Grammar for Young Learners**

Most people, when they hear the word grammar, they think of a lot of useless, boring rules that they were forced to learn on school. However, recent studies in language teaching shows that if grammar is presented in a creative way, it can be enjoyable learning experience where learners subconsciously 'pick up' grammar of language.

According to Ellis (2006) the definition of grammar teaching is to involve any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it.

Cameron (2001) in Hasan (2005) suggests that children's way of learning grammar in their first language is likely to occur in foreign language learning. She assumes that children hypothesize and amend their hypotheses by hearing alternative versions, "As if they have worked out a grammar rule and are

testing it out". Therefore, a method that focuses learners' attention on grammatical features is needed. Furthermore, there is evidence from empirical research with young learners that, in the beginning stages, learners tend to use words together to express meanings, with little attention paid to grammar in those words (Cameron, 2001 in Hasan, 2005). That is, young learners sometimes use correct grammar as memorized, and at other times, they misuse the same grammar rule because it is stored in their minds to express meaning only (Cameron, 2001 in Hasan, 2005).

Nunan in Hasan (2005) suggests some vital principles for teaching grammar to beginning learners. Firstly, the learning load should be manageable in a way that simplifies the grammar for beginning learners, as they only have partial understanding at this stage. Therefore, he suggests implementing consciousness-raising activities because it helps them to notice patterns and regularities that can be developed over time. The second principle is to emphasize inductive over deductive teaching because of the lack of linguistic ability to comprehend grammatical explanations at the beginning stages.

Birdsong (1999) in Nihat (2010) highlights that one real advantage of having children start learning English at an early age is that they are better equipped to develop English language acquisition.

According to the findings of these studies the area responsible for language learning goes through a furious growth from around age six to the onset of puberty. Contrary to this absolute "Younger is better" approach, some researchers (e.g. Selinger, and Walsh & Diller) argue that young learners are better at some lower order skills such as pronunciation, while higher-order

skills, such as grammar, depend more on further maturing of the brain beyond puberty (Singleton, 1995 cited in Nihat, 2010).

As a matter of fact, it can be inferred that it would be advantageous for language learners to start studying English within a critical period - before twelve or thirteen years old - so that they can enjoy the developmental benefits of that period (Shin, 2006).

The main limitation the writer encountered when conducting this study is the lack of literature about implementing English grammar teaching for young learners. Most of the research, the writer found was for adults learning and for more complicated grammar rules than what young learners can understand.

Teaching grammar to young learners is different from teaching grammar to adult. What makes it is different that children have different characteristics from adult. For the successful teaching of English grammar in Elementary schools, above all, it is essential for the teacher to understand the young learners' characteristics and the steps to teach English grammar for young learners because this will play a crucial role in how the teacher builds a lesson, how the teachers can make sure that the young learners are fully involved in the learning process, how he or she achieves the objectives of a lesson, and how they respond. So, the teachers should know the characteristics of young learners and the steps of teaching grammar for young learners.

### **2.2.1 The Characteristics of Young Learners**

According to Farwania (2010) young learners have some characteristics, the characteristics of young learners are :

- a. They have short attention span.

It means that the teachers should vary their techniques to break the boredom. They should give varied activities as handwriting, songs, games etc (Farwania, 2010).

According to Musthafa (2010) young learners are unlike adult learners who can concentrate hours and hours on the topic they are working on, children can hold their attention for about 15 to 20 minutes only, this means that teachers of English should use various teaching techniques for shorter periods of time to avoid boredom on the part of students, while- at the same time- pay close attention to teaching items being targeted for each fraction of the sessions.

- a. They are very active.

It means that the teacher should try to ask them to play games , role play dialogues and involve them in competitions (Farwania, 2010). According to Musthafa (2010), as children learn more readily when engaged in physical movements, teachers should use activity-based teaching-learning techniques such as games and projects.

- b. They respond well to praising.

The teachers have to encourage them and praise their work (Farwania, 2010).

- c. They differ in their experience of language.

The teachers should treat them as a unit, do not favour those who know some English grammar at the expense of those who do not know.

- d. They are less shy than older learners.

The teachers should ask them to repeat utterances, resort to mechanical drills.

- e. They are imaginative.

The teachers should use reality or pictures to teach new vocabulary related to concrete meanings.

f. They enjoy learning through playing.

Young learners learn best when they learn through games. Let games be an essential part of the teaching.

g. They enjoy imitating and skilfull.

Young learners like imitating and skilfull in listening accurately and mimicking what they have heard.

h. They respond well to rewards from the teacher.

i. They are imaginative

Children are imaginative but they still have some difficulties distinguishing between imagination and real world.

In the light of these characteristics, it can be concluded that good teachers at this level need to provide a rich diet of learning experiences which encourages their students to get information from a variety of source (Harmer, 1988:38).

### **2.2.2 The Steps of Teaching Grammar for Young Learners**

Grammar for young learners has been an idea commonly agreed by teachers and practitioners of English in general that young learners should not be taught grammar. This idea is based on some myths that for young learners grammar is too difficult, not relevant, and also theoretical, something that neglects meaning in learning a foreign language. On the other side, it is also known that grammar is a component that plays an important role in the process of learning a language. It is something that makes language flow smoothly in a good order. So

that is why, there are some opinions or theories about the steps or instructions of grammar for young learners.

The first is according to “an eHow Contributor (1999)” Teaching children English grammar can be a daunting task for two main reasons. First, there are so many nuances of the language for children to learn. Second, learning all of these rules can be boring. However, teaching English grammar can be done in an engaging way, teaching English grammar for children has some instructions or steps that the teachers should:

1. Expose the students to the proper use of English grammar. Children will internally develop many grammar rules on their own through exposure to the language. It is the responsibility as the teacher to provide this exposure. This means always modeling proper grammar in speech and writing. If the teacher does not want the students to make errors in subject-verb agreement, do not make these errors yourself. Also, get your students reading as much as possible. Good writers do a lot of reading.
2. Teach grammar rules systematically. Exposure alone won't teach all the grammar lessons children need to know. Perhaps the teacher has heard of the whole language versus phonics debate. Most professionals agree that exemplary reading and writing instruction requires a balance of these two technique. However, don't try to dole out too much information at one time. Instead, focus on one particular skill that you want your students to learn, and provide a mini-lesson teaching this skill. Teachers' mini-lesson should introduce the grammar rule in question and give examples of its use. Once the students master the selected skill, move on to other topics.

3. Provide hands-on experience to help children master grammar rules. Provide the students with ample opportunities to write. Then, provide grammar-based feedback. Take the students' writing level into account when providing feedback. For example, in a third-grade classroom, you will see many grammar and usage errors. Do not mark up every mistake in red pen; it is too discouraging for students. Instead, focus on the grammar rules you have specifically taught.
4. Give students opportunities to edit others' work. Often, when students look at their own writing, they miss grammatical errors because as the writer, they know what they intended to say. Those same children can identify similar mistakes in others' writing, however. To this end, have students peer review each others' work. Also, editing worksheets provide opportunities for students to apply the grammar rules they have learned.

The second is according to Hollowell (2011), methods for teaching grammar vary among teachers and schools. The deductive technique is preferable for elementary and ESL (English as second language) students because this method emphasizes rules and teacher-led instruction which helps students establish a strong foundation in grammar basics. As students progress through school, they can focus more on applying grammar through writing, a more inductive approach espoused many educators. Balanced grammar instruction works best because it addresses more learning styles. The instructions are:

1. Teach grammar explicitly. Introduce the grammar objective, state the rule for proper usage and provide several examples to demonstrate a concept. This technique will help students who are just beginning formal grammar



instruction. Require students to write rules in a notebook or on index cards for frequent review.

2. Utilize cooperative learning. After introducing a grammar concept, group three or four students and ask them to work together to find examples. Students can peruse old newspapers or magazines, cut out sentences and highlight the nouns, verbs and adjectives.
3. Use supplemental material to reinforce the textbook. The deductive method of teaching grammar is teacher-centered, but does not have to be exclusively linked to the textbook. Copy some passages of a short story, display them on the overhead projector and teach subject-verb agreement or pronoun usage by reading the passage and identifying these elements. Seeing grammar applied to a real-life text will help students see its relevance.

The third is according to Norman (2008), Learning the in and out of English grammar is not much fun for many English language students. Whether you are teaching ESL (English as a Second Language) students or native English speakers, showing students why and how the grammar point you are teaching is important in daily life will help them learn it. When Elementary students figure out the grammar structure for themselves, they are more likely to retain the information. According to Norman (2008), it has some instructions that the teachers should:

1. Demonstrate the grammar structure in a real-life situation. It means that the teachers show students how the grammar structure is used in their everyday lives. This will help encourage them to learn the structure. Utilize relevant role

play modeling an authentic conversation or a reading text that contains the grammar structure.

2. Ask questions using the grammar structure. It means that the teachers ask students questions about the role play or reading selection using the grammar structure you want to teach. Listen to their responses to see if they are using the structure.
3. Ask students what they notice about the structure. It means that the teachers teach the specific grammar concept. Ask students to identify when they think the structure is used and for any other information they notice about it from the role play or the reading. Students are discovering the rules for the structure themselves when you encourage them to think about how the grammar point is used in English.
4. Encourage your students to talk to each other and use the grammar structure. It means that the teachers follow-up with a grammar exercise that utilizes the grammar point you have taught such as a fill-in the blank or creative writing exercise where students use the grammar point.

The fourth is according to Melis and Mol (1999) that if grammar for young learners is taken so seriously and so much attention is paid to it, they believe that children might as well have fun doing it. Children as well as teens tend to like activities that are challenging and slightly out of the ordinary and yet which give them the satisfaction that they are actually learning something useful. It can be argued that teachers of young learners are in a special position because their students are at a highly receptive age when everything around them interests them, and are therefore most likely to remember and correctly use what they have

learnt. So the teachers should take advantage of these factors to teach grammar in a fun and motivating way.

Tick the statements which best represent your own beliefs about grammar in English language learning. If you can't find anything that suits you, think about your own opinions or beliefs. According to Melis and Mol (1999) the experiences of teaching grammar for young learners are:

Children love grammar. They are keen to follow rules, enjoy doing grammar exercises and coming up with the correct answer.

Children understand grammar if the teachers don't bother the students with abstract rules.

- Children don't like grammar. They get bored because it's hard to understand.
- Very young learners don't need explicit grammar; older young learners do.
- The students expect the teachers to teach grammar because they (or their parents) are convinced it is of value to them.
- It takes children a long time to understand grammar. The teachers notice it can take years sometimes, so children have to keep on repeating what the teachers teach them, and the teachers need to keep on explaining it.
- It is okay to make mistakes, because applying grammar without errors is a long process that most people will never achieve.
- If there is a grammar point, the teachers want to deal with and just make sure to use it in everything the teachers say or do and don't teach explicit grammar to young learners.
- The teachers find it hard to explain grammar, because the grammar is not perfect either. So, the teachers avoid it.

- The teachers feel comfortable teaching grammar to young learners, it gives the teachers something to hold on to, because it tells the students that certain things work in certain ways.
- The teachers always focus on both form and meaning—the one can't exist without the other.

In this the most interested in grammatical performance and awareness rather than knowledge of grammatical concepts or rules. According to Melis and Mol (1999) The teachers will find the following types of activities:

1. Input task: children read or listen to an input text and study this to find examples of the grammatical structure;
2. Noticing task: the activity shows examples, or sets a task that makes children aware of the grammatical topic without explaining it;
3. Awareness task: children analyse examples and think about, for instance, what certain grammatical words are called or what parts grammatical structures consist of;
4. Check-up task: children answer questions or perform mini-tasks to show (and check) their own or other children's understanding of the grammatical structure;
5. Experimentation task: children are asked to apply their knowledge of grammar by producing, for instance, a dialogue or written text.

The fifth is according to Hollowell (2008) the most effective way to teach English language and grammar for young learners is by systematically explaining the rules and getting students to learn them one by one. Applying the rules and

frequently reviewing them are the best ways to ensure that your students attain mastery of this subject. It has some instructions that the teachers should:

1. Focus on the rules first. Post the grammar rules on the board and spend a few minutes each day reviewing them with the students. You may want to have your students keep a section in their notebook just for English language and grammar rules, so they can study them at home and easily access them in class.
2. Have the students practice applying grammar and language rules daily in a variety of ways. Instead of having students identify subjects and verbs on a language worksheet, pass out pages of a newspaper and have them find these elements in a selected passage. Make transparencies of poems and have your students take turns finding the prepositions, conjunctions, nouns and the other parts of speech as you study them. Always model the skill yourself, several times if needed, to be sure the students understand the activity.
3. Assign writing work, in the form of either a journal or assignment directly related to other topics covered in class. Provide many opportunities to incorporate writing, editing and proofreading into your instruction so your students will see that language and grammar are not isolated subjects and are crucial to the overall writing and comprehension process.
4. Give the students feedback of their writing work, it provides opportunities for the students to apply the grammar rules that have learnt.

### **2.3 Teachers' Approach to Teach Grammar**

There are two main approaches to formal grammar teaching that can be applied, they are deductive and inductive approaches.

### 2.3.1 Deductive Approach

A deductive approach is derived from the notion that deductive reasoning works from the general to the specific. In this case rule, principles, concepts, or theories are presented first, and then their applications are treated. In conclusion, when we use deduction, we reason from general to specific principles.

Dealing with the teaching of grammar, the deductive approach can also be called rule-driven learning. Such an approach, a grammar rule is explicitly presented to students and followed by practice applying the rule. This approach has been the bread and butter of language teaching around the world and still enjoys a monopoly in many course books and self-study grammar books (Fortune, 1992 in Widodo, 2006). The deductive approach maintains that a teacher teaches grammar by presenting grammatical rules, and then examples of sentences are presented. Once learners understand rules, they are told to apply the rules given to various examples of sentences. Giving the grammatical rules means no more than directing learners' attention to the problem discussed. Eisenstein (1987) in Widodo (2006) suggests that with the deductive approach, learners be in control during practice and have less fear of drawing an incorrect conclusion related to how the target language is functioning. To sum up, the deductive approach commences with the presentation of a rule taught and then is followed by examples in which the rule is applied. In this regard, learners are expected to engage with it through the study and manipulation of examples.

In the case of the application of deductive approach, therefore, (Thornbury, 1999 cited in Widodo, 2006) outlines some guidelines for when the rule is presented. Among them are:

- a. The rules should be true .
- b. The rules should show clearly what limits are on the use of a given form.
- c. The rules need to be clear.
- d. The rules ought to be simple.
- e. The rules needs to make use of concepts already familiar to the learners; and
- f. The rules ought to be relevant.

The most important when the rules are presented in the deductive approach, the presentation should be illustrated with examples, be short, involve students' comprehension and allow learners to have a chance to personalize the rule. Nonetheless, the deductive approach has its own advantages and disadvantages. The advantages and disadvantages of inductive approach are :

**a. The Advantages of the Deductive Approach to Teaching Grammar**

1. The deductive approach goes straightforwardly to the point and can therefore, be time-saving.
2. A number of rule aspect (for example, form) can be more simply and clearly explained than elicited from examples.
3. A number of direct practice / application examples are immediately given.
4. The deductive approach respects the intelligence and maturity of many adult learners in particular and acknowledges the role of cognitive processes in language acquisition.

5. It confirms many learners' expectations about classroom learning particularly for those who have an analytical style.

#### **b. The Disadvantages of the Deductive Approach to Teaching Grammar**

1. Beginning the lesson with a grammar presentation may be off-putting for some learners, especially younger ones .
2. Younger learners may not be able to understand the concepts or encounter grammar terminology given.
3. Grammar explanation encourages a teacher-fronted, transmission-style classroom, so it will hinder learner involvement and interaction immediately.
4. The explanation is seldom as memorable as other forms of presentation (for example, demonstration).
5. The deductive approach encourages the belief that learning a language is simply a case of knowing the rule.

#### **2.3.2 Inductive Approach**

An inductive approach comes from inductive reasoning stating that a reasoning process proceeds from particulars that is, observations, measurements, or data to generate (for example, rules, laws, concepts or theories) (Felder & Henriques, 1995 in Widodo, 2006 ). In short, when we use induction, we observe a number of specific instances and from them infer a general principle or concept.

In the case of pedagogical grammar, most experts argue that the inductive approach can also be called rule-discovery learning. It suggests that a teacher teach grammar.



Starting with presenting some examples of sentences. In this sense, learners understand grammatical rules from the examples. The presentation of grammatical rules can be spoken or written. Eisenstein cited in Long & Richards (1987) in Widodo (2006) maintains that the inductive approach tries to utilize the very strong reward value of bringing order, clarity and meaning to experiences. This approach involves learners' participating actively in their own instruction. In addition, the approach encourages a learner to develop her / his own mental set of strategies for dealing with tasks. In other words, this approach attempts to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rules given by the teacher .

Similar to the deductive approach, the inductive approach offers advantages and disadvantages. The advantages and disadvantages of inductive approach are :

**a. The Advantages of the Inductive Approach to Teaching Grammar**

1. Learners are trained to be familiar with the role discovery, this could enhance learning autonomy and self reliance.
2. Learners' greater degree of cognitive depth is "exploited".
3. The learners are more active in the learning process, rather than being simply passive recipients. In this activity, they will be motivated.
4. The approach involves learners' pattern-recognition and problem solving abilities in which particular learners are interested in this challenge.
5. If problem solving activity is done collaboratively, learners get an opportunity for extra language practice.

### **b. The Disadvantages of the Inductive Approach to Teaching Grammar**

1. The approach is time and energy-consuming as it leads learners to have the appropriate concept of the role.
2. The concept given implicitly may lead the learners to have the wrong concepts of the role taught.
3. The approach can place emphasis on teachers in planning.
4. It encourages the teachers to design data or materials taught carefully and systematically.
5. The approach may frustrate the learners with their personal learning style, or their past learning experiences (or both) would prefer simply to be told the rule.

Whether grammatical rules are taught inductively or deductively relies upon certain structures, since some are more amenable to a deductive approach, while others can be learned very well by an inductive approach. To sum up, both deductive and inductive presentations can successfully be applied depending on the cognitive style of the learner and the language structure presented (Eisenstein : 987; Brown, 2000 in Widodo, 2006 ).

### **2.4 Indonesia Curriculum of English for Young Learners**

Currently, English has been included into the national curriculum for primary education in Indonesia. It is aimed at preparing students to acknowledge English before they formally learn in secondary school. Hence, English subject is not compulsory but as a part of local content. It means that English subject is optional and will not be tested in the national examination. The inclusion of English into the curriculum has been warmly welcome by many people, especially

parents. Parents are eager to support their children to learn English. They see English as a prestigious language, they are proud when their children are able to speak English, even only small numbers of vocabulary. Therefore, regardless of the readiness of the school, English is taught in almost all primary schools in Indonesia (Damayanti, 2008).

However, as discussed formerly, the availability of quality second language primary teachers is inadequate. The limitation of government budget also does not allow the school to train the existing primary children to teach second language nor to recruit new English teachers. Consequently, the all-round subject teachers become the English teacher as well. The apparent effect was teachers' personally experienced (Damayanti, 2008).

English is a compulsory subject in the Indonesian national curriculum for students in junior and senior high school (ages 12-18). While not compulsory at the elementary school level, many individual schools and local governments require all their elementary school students to study English.

The teaching of English has become increasingly important as a foreign language in Indonesia. It is the first foreign language in Indonesia. It is a compulsory subject to be taught for three years at Junior High Schools and for three years in Senior High Schools (Lauder, 2008 in Matarima and Hamdan, 2011 ). English also has been taught in Elementary Schools as an elective subject since the implementation of the 1994 Curriculum.

The school based-curriculum, comprising English curriculum, as endorsed by the Department of National Education of the Republic of Indonesia has recently been implemented from Elementary to High Schools in the country

although it is still an optional subject in elementary schools. (J.C. Richards and T.S. Rodgers, 2001 in Matarima and Hamdan, 2011) claimed that by improving the curriculum, syllabus, materials, and activities or by putting a more emphasis on students' autonomy, more effective language learning will take place.

## **2.5 Previous Studies**

In this thesis, there are five reviews of related studies. Firstly, the writer took an analysis from Yuvaraj (November 2009), a lecturer in English department of humanities and social sciences. Yuvaraj studied on age factor and its implications for teaching English to young learners. The problem which he deals with his journal is he analyzes the importance of providing young learners with quality 'Input' essential for successful second language learning. In the end of his journal, many research studies point out the superiority of adult learners in learning a second language. Adult learners are at an advantage compared with that of younger learners in formal learning of grammar in instructional settings (Long, 1979 in Yuvaraj, 2009). However, in the case of pronunciation, younger learners outperform adult learners. The superiority of adult learners was reiterated by the results of a research study, which concluded that adult learners have an initial advantage where rate of learning is concerned, particularly grammar and morphology.

Secondly, the writer took an analysis from Munir Shuib, a student of Humanities Sains Malaysia University (2009). Shuib studied on grammatical awareness among primary school English language teachers. The problem which he deals with his journal is he analyzes English language teachers' nature and

level of grammatical awareness. In the end of his journal, the importance of having grammatical awareness among English language teachers has been emphasized by many scholars for various reasons (Shuib, 2009). Many English education textbooks point out that teachers must be aware of certain grammatical fundamentals in order to help students recognize patterns of errors (Denham and Lobeck, 2002 in Shuib, 2009). As the result many teachers still lack grammatical awareness or knowledge about language. While there have been many studies on grammatical awareness of learners of English as a second language, there have been very few studies on grammatical awareness of English language teachers.

Thirdly, the writer took an analysis from M. Teresa Fleta Guillén, a student of the British Council school of Madrid. Guillén studied on the role of interaction in the young learners' classroom. The problem which she deals with her journal is she analyzes the teachers' teaching techniques and learning strategies for young learners. In the end of her journal, She wrote that age is one of the characteristics that determine the way in which an individual approaches second language learning (both inside and outside the classroom), the motivation to learn, and the individual differences in aptitude for the language learning are also determining factors that affect both rate of learning and eventual success in learning (Lightbown & Spada, 2006 in Guillen). The result of that statement, children are language receptive and when they are exposed to new linguistic data, they extract and abstract the rules and restrictions of the grammatical system around them using language learning strategies.

Fourthly, the writer took an analysis from Sadia Arifin, a student of department of English and Humanities, August 2007, BRAC University Dhaka Bangladesh. Arifin studied on teaching grammar creatively at Elementary school. The problem which he deals with his thesis is he analyzes the teachers' teaching strategies for young learners. In the end of his thesis is to document the significant ways of teaching grammar creatively suitable for elementary level students and discuss the practical implementation of the ways.

Fifthly, the writer took an analysis from Ratna Murni, a student of English department of Pendidikan Indonesia University, August 2009. Ratna studied on teaching English to young learners. The problem which she deals with her thesis is he analyzes teachers' instruction plan, teachers' implementation of instruction and assessment for the students. In the end of her thesis, She illustrates the process of EFL teaching at elementary schools, particularly to investigate teachers' instruction plan, teachers' implementation of instruction and assessment for the students.

Most of the similarities from this previous studies are the subjects (teacher) but the purpose is different. The purposes of these previous studies are to examine and investigate the English teachers' nature and level of grammatical awareness, but the purposes of my study are to explain the way teachers to implement grammar teaching for young learners, the teachers' problems and solutions. The general findings indicate that teachers of young learners have gaps in their knowledge of grammar and these gaps may have serious effects on their teaching considering that the majority of them claimed that they taught grammar to their students.