



Implications from syntax for teaching a second language

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***Annotation:** The purpose of the syntax is to describe the syntax structure with a relatively small number of rules that generate an infinite number of statements. To explain English syntax, linguists use concepts such as linear order, morphological word categories, and sentence components. Comprehension of the syntax is an important part of the teacher's language skills. Teachers can use their knowledge of syntax to teach a second language.*

***Keywords:** syntax, syntactic structure, forms, Second Language Teaching Methods Based, approach, direct, grammar-translation methods, suggestopedia, silent way.*

Introduction

English as a second or foreign language the learning grammar-based method of language development usually includes exercises that help students learn the syntax of their target language. Grammar translation methods try to teach syntax explicitly, while other methods implicitly teach syntax. Other strategies embody many observe room drills, exercises, and role-plays designed to help university college students communicate using one-of-a-type syntactic structures. For example, a role-play might be based mostly on asking and answering questions to help university college students studies the syntax of questions, such as "Do you live on Elm Street?" Later, university college students could probably discover ways to use tag questions, such as "You live on Elm Street, don't you?" Still, more advanced university, college students would possibly take a look at the form of indirect questions like "I marvel if he lives on Elm Street."

Audio-lingual Method

One of the most widely used strategies of training a 2nd or foreign places language is the Audio-lingual Method (ALM). This method is based mostly on behaviorist psychology and structural linguistics. Structural linguists completed studies in contrastive assessment amongst one-of-a-type European languages and special linguists developed the Contrastive Analysis Hypothesis (CAH). CAH is a claim that the predominant barrier to 2nd language acquisition is the interference of the number one language tool with the second language tool, and that a scientific structural assessment of the two languages in question would possibly yield a taxonomy of linguistic contrasts amongst them which in turn would possibly permit linguists and language teachers to are awaiting the issues a learner would possibly encounter. Two or more elements of the target language. Using the example of a French speaker learning English, an example of transfer is that both languages have a sequence of subjects and verbs. As an example of division, French adjectives generally come after a noun (chat noir), but sometimes before a noun (noir tablaue). [1;25p.]

ALM includes dialogue, role-playing, and exercises designed to help students learn English sentence patterns, especially those that are different from their native language. The lesson begins



with a dialogue. Students then use different types of role-plays, exercises, and exercises to practice conversational sentence patterns and vocabulary. In the replacement exercise, the student needs to insert the target word into the slot of the sentence. The exercise follows the following format: The teacher holds a pencil and says, "This is a pencil." Next, the teacher holds the pen and points to the student. The expected answer is "it's a pen". The teacher will continue the subjects of other lessons. Students will give full-text answers to practice both the vocabulary and syntax of the new language. Teachers can use backward-building exercises to help students learn the long syntax. In this exercise, the teacher suggests a word or sentence throughout the sentence from the end of sentence.[2;p230]

Methods

Given the prompt "Today is Tuesday" college students could reply with "Is these days Tuesday?" reworking the announcement into query shape. The drill maintains with extra statements that scholars develop into questions. In different sports, college students may extrude energetic sentences into passives or direct speech into mentioned speech. All those drills could require college students to convert syntactic styles in French. In ALM, college students are predicted to research the syntax without express instruction. This method contrasts with the sooner grammar-translation approach wherein college students are given the guideline of thumb after which exercise it. In ALM, the grammar is offered inductively. The assumption is that scholars broaden suitable language conduct through memorizing and repeating dialogues in addition to through finishing drills and sports. Teachers offer on the spot correction of errors. Every lesson makes a specialty of a particular grammar point. Although ALM and different strategies are primarily based totally on clinical research on contrastive evaluation, the predictions of problem from the contrastive evaluation speculation proved inaccurate. [3;p15] This attention on shape over that means blocks acquisition. People gather language once they get hold of messages they apprehend. A next trouble is that the sports attention at the floor-degree capabilities of the language. Students are predicted to research the styles thru repetition. However, acquisition best takes area while someone makes use of the floor to assemble a deep-shape that means. Children use what they listen to broaden guidelines for the way a language works at a deep-shape degree, after which they use those guidelines to generate sentences. That is why kids produce sentences like "I bringed it with me," sentences they may by no means have heard, however sentences that replicate the guidelines kids are constructing. Second language freshmen additionally want to assemble guidelines that will understand and convey the brand new language. They use the floor shape to formulate guidelines for the way the language works.

Results

There is an old joke about a student who goes to Morocco after studying French using ALM. When he returns, the teacher asks him if he used his French. The student replies, "I'm afraid not. Nobody ever gave me the first line of the dialogue." Syntax in second language teaching methods based on an acquisition view in general, methods of teaching a second language based on an acquisition view of language development focus on communication and on teaching content rather than on grammar. Recently, some content-based methods have started to include language objectives as well as content objectives. In these methods, the syntax may be included. The instruction on syntax is contextualized within the academic content being studied. These methods vary in their approach to syntax. In classes using the Silent Way, grammar is taught inductively. This method includes colored Cuisenaire rods. These rods can serve as visual aids in forming sentences. [4;p200] The different-colored rods can represent parts of speech, so students can use the rods as they make sentences. For example, a green rod could be used to represent adjectives, and a red rod could represent nouns. In representing a sentence in English, students would learn to put the green rod before the red rod. The colors are intended to help the students visualize patterns



in a new language. In other methods, including Community Language Learning, Problem Posing, and the Natural Approach, grammar is not taught because the assumption is that the syntax of a language is acquired in the process of using the language. Content-based methods such as CALLA and SIOP include specific lessons to help students comprehend academic language. Teachers develop both content objectives and language objectives. For example, in teaching a lesson on the westward migration in the U.S., a teacher could include the language objective "Students will be able to use subordinate conjunctions to combine simple sentences to form complex sentences as they describe the westward migration." Students could then combine sentences such as "Eastern cities were crowded" and "New territories opened in the west," using words like since or therefore to create complex sentences such as "Since Eastern cities were crowded, people migrated when new territories opened in the West." The practice of writing and teaching language objectives is quite different from the early direct teaching of grammar in the grammar-translation method. In grammar-translation, often used in foreign language classes, teaching the grammar point is the goal of the lesson.

Conclusion

This paper also shows that the syntax of academic texts is different from the syntax of conversational language. Methods of teaching a second language differ in how they teach syntax. In the grammar-translation method, the syntax is taught directly and explicitly. Other methods based on a learning view teach syntax inductively. The syllabus for a class using the Audio-lingual Method is based on a contrastive analysis of the language students are learning and their native language. Dialogues, exercises, and drills are designed to give students practice in items that are predicted to be difficult because of the differences between the two languages.

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