

TEACHING METHODS FOR YOUNG LEARNERS

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Summary: This article is about ways to teach English to young students, make the lesson fun and teach young students more and prepare them for the future.

Key words: Teaching young learners, methods, materials for young learners.

Teaching English, especially for young learners (7–10 ages), should be enjoyable, interesting, repetitive and understandable. In doing so, there should be appropriate strategies for teaching English. Some strategies that can be applied in the classroom are the so-called, Songs, Pictorial illustration and TPR (Total Physical Response games, activities). These strategies try to introduce some language skills or components in an action. Using of them can be benefit to develop and improve listening and speaking skills that can be an option to learn grammar and vocabulary patterns easily. As it is known, at these ages children start to discover world broadly and their psychical and mental abilities are at the stage of developing. Around the world the term of young learners' age is differentiated. In most countries the primary school age is defined from 7 to 10. According to Piaget, children are active learners and thinkers. In addition, they are curious in learning as well as in discovering. Learning and teaching any language is challenging process and requires great patience. Young learners tend to have a lot of physical energy and more involved in visual learning, physical and social interaction. For the first time teaching young learners seems to be simple action but it demands more experience and knowledge that assist to make effective teaching. Making lessons more interesting for them is one of the most essential parts in teaching. The most preferable strategies for teaching children can be considered to be Suggestopedia (songs), chants, choral drills, pictorial illustrations, storytelling, and Total Physical Response. How do young learners learn? According to Piaget (1970), children are active learners and thinkers, and as well as they learn through social interaction.

Materials are important resources for teachers in assisting pupils to learn English. In broader view, materials can be defined as anything which is used specifically with the intention of increasing pupil's knowledge and experience of the language. Therefore materials may include textbooks (course books), workbooks, story books, videos, cassettes, pictures, brochures, menus, interactive CDs, or other real-life artifacts, (Moon, 2003: 86). In choosing and selecting materials for the teaching practices, we need to have several considerations like whether we have to create the materials ourselves, how we can select appropriate materials for our pupils, how we

can adapt the materials in assisting our learners in learning, and what the benefits are of either adapting or creating our own learning materials. The article then aims at discussing these considerations in choosing, selecting, or creating learning materials in the teaching of English for your learners.

Types of Teaching-Learning Material

Visuals Aids: Blackboard, Posters, Flashcards, Presentations, Printed textbooks, Graphs and Infographics.

Audio Aids: Radio, Tape-recorder and CDs.

Audio-visual aids: Videos, Video recordings

Films and Documentaries, Virtual Classrooms.

Turn lessons into songs.

Create visual diagrams to illustrate new vocabulary.

Encourage mnemonic devices to memorize grammar rules.

Weave in spontaneous or consistent dialogues throughout the lesson.

Break up solitary study sessions with games.

Review vocabulary through role playing.

Language Laboratory.

Theory, planning and application in teaching young students

After thinking about yourself as a child, as well as studying the characteristics of young learners, you have probably thought about some of the concepts that will be read in this chapter. Remembering what our six-year-old childhood was like reminds us how we think and learn differently as adults. In order to educate young students effectively, it is important to know them deeply and to be able to put ourselves in their shoes. Children aged 5-12 years grow and develop rapidly. Teaching English to young learners requires a developmentally appropriate approach, i.e. learning depends on the stage of the child's physical, social, emotional and mental maturity (Coltran, 2003; Nissani, 1990). The right approach is to work with their natural tendencies, not against them. To find the right approach to teaching English to young students, it is important to learn the following:

Characteristics of young learners

How children learn a language

The key points are explained for each section, followed by examples that illustrate how teachers can apply this information. Within these three main categories, there are 12 ideas for teaching English to young students, which are summarized at the end.

Characters of young learners

How to be an elementary school teacher describes him / her may be related to his student day. On a good day, he can say that young students are energetic, social, spontaneous, and curious. On bad days, he may tell himself that he is hyperactive, too talkative, unable to sit still and distracted. These two different interpretations (positive

and negative) reflect the same characteristics of young students, which most teachers agree with. Children:

1. Energetic and physically active
2. Not afraid to be spontaneous and talk or participate
3. Curious and receptive to new ideas
4. Imagine and think
5. Easily distracting and has a short focus
6. Egocentric and linking new ideas to themselves
7. Learning to relate to social and others

Interactive methods: Brainstorming, chain drills, Think pair and share, Discussion, Debates, Role playing, Project work, Group work, Aquarium, Microphone. It is universally accepted that below (interactive) teaching styles are Brainstorming , Think pair and share and so on. In interactive method some point of views are followed the leader, Test Tournaments, YouTube, Videos Quizzes, One word, Opposite Arguments, Total Physical Response (TPR), Electronic Role Playing, Puzzle pieces. It is undeniably true that such types of methods are extremely helpful to arrange teaching and learning processes successfully. For example, Brainstorming as well as Think pair or share are very crucial for both language learner and teacher. Hence, such kinds of methods can persuade both of them to reckon logically, to analyze the thought appropriately, to express the ideas clearly, to assist to criticize or judge various views autonomously or to adapt the new atmosphere in any conditions, or else to strengthen language learners' ability. Taking into everything consideration it is concluded that above factor the utilizing interactive ways or methods into educating and learning foreign languages process is one of the most pivotal solutions to overcome the issue. Besides that, it is undeniably true that teacher should be skillful and experienced at not only educating foreign languages, but also organizing the connection between the lessons and innovative technologies nearly professionally. The reason for this is that modern approaches and methods are efficient in teaching English language comprehensively.

Today in Uzbekistan there are many conditions for teaching foreign languages to young children. Mostly young children are taught foreign languages from kindergarten. They are taught the phrases, greetings, and farewells that are needed in daily life during the lesson. They memorize words to increase their vocabulary, teach with various interactive games, dances, music, videos.

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