

Children Language Teaching and Practice

By:
Gartika Pandu Bhuana



IKIP SILIWANGI BANDUNG



This course is designed for students of English Education Department with introduction to the teaching English to young learners, which includes the characteristics of young learners, the theories of children learning development, teaching English to young learners in Indonesian context, teaching four English language skills, vocabulary and grammar to young learners, teaching English through stories, songs and games, technology as well as theories of assessing young learners' English proficiency.



At the end of this semester, the students are expected to be able to comprehend the concept of how to teach English to young learners, with strong background of knowledge related to characteristics of young learners and their learning development, principles and techniques of teaching English four language skills to young learners, teaching grammar, vocabulary, using games, songs, chants, rhymes, stories and technology as well as the **simulation** of teaching English to young learners.

method.

- Lecturing
 - Jigsaw
- Group teaching simulation.



- Attendance : NO LESS THAN 80%
- Group Assignment : 30%
- Teaching Simulation : 30%
- Learning Media : 30%
- Final Test : 10%

Syllabus

MATERIALS		SOURCES
1-2	Introduction to Course Syllabus Characteristics of Young Learners	Syllabus (Linse, 2005, pp.1-20)
3-4	Theories of Children Learning Development TEYL in Indonesian Context	(Musthafa, 2008, pp.2-3)
5-6	Teaching Listening, Speaking, Reading, Writing, Vocabulary and Grammar to Young Learners	(Linse, 2005, pp.21-44);(Linse, 2005, pp.45-67); (Linse, 2005, pp.68-96); (Linse, 2005, pp.97-119); (Linse, 2005, pp.120-136); (Pinter, 2006, pp.83-97)
7-8	Teaching English through Songs, Chants & Rhymes, games, stories, and technology	(Musthafa, 2008, p.8-19) & (Brewster et al, 2002, pp.162-217)
9-10	Assessing Young Learners	(Linse, 2005, pp.137-164)
11-12	PREPARATION for teaching simulation (Lesson Plan) PREPARATION for teaching simulation (Media	
13-16	Teaching Simulation	



1. Practical English Language Teaching: Young Learners (Caroline T. Linse, 2005)\
2. Teaching English to Young Learners: Principles and Techniques (Bachrudin Musthafa, 2008)
3. Teaching Young Language Learners (Annamaria Pinter, 2006)
4. The Primary English Teacher's Guide (Jean Brewster, Gail Ellis and Denis Girard, 2002)

Topic 1: Characteristic of Young Learners



IKIP SILIWANGI BANDUNG

Teaching English

TESL (Teaching English as a Second Language) :

Learning of English by immigrants to a country where English is the native language.

Ex : Korean child moved to Australia is an ESL learner in her English class.

TEFL (Teaching English as a Foreign Language):

Learning of English by students in a country where **English is not the native language.**

Ex: Children are learning English at school, university, or a language school in their own country.





Slattery & Willis (2005)

TEVYL: Teaching English to Very Young Learners (children under 7).

TEYL: Teaching English to Young Learners (children between 7-12).

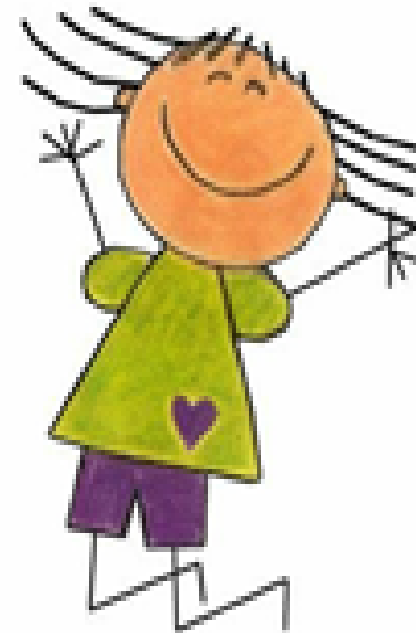
Pinter (2006)

Older learners: children at junior & senior high school.

Adult learners: students at university level/above secondary school.

Characteristics of Young & Adult Learners (Pinter, 2006)

- Generally they have a holistic approach to language, which means that they understand meaningful messages but cannot analyze language yet.
- They have lower levels of awareness about themselves as language learners as well as about process of learning.
- They have limited reading & writing skills even in their first language.
- Generally, they are more concerned about themselves than others.
- They have a limited knowledge about the world.
- They enjoy fantasy, imagination, & movement.



Characteristics of Older/Adult Learners

- These children are well established at school & comfortable with school routines.
- They show a growing interest in analytical approaches, which means that they begin to take an interest in language as an abstract system.
- They show a growing & their learning.
- They have well developed skills as readers & writers.
- They have a growing awareness of others & their viewpoints.
- They have a growing awareness about the world around us.
- They begin to show interest in real life issues.



Factors influencing successful in language learning

(Brewster, Ellis, Grard, 2003)

- Motivation
- Willing to make mistakes
- Good at guessing
- Making accurate prediction



What can go wrong?

- We do not give the children space to notice.
- They do what we want them to do.
- They do not try for themselves.
- They do not experiment enough.
- They are unsuccessful.
- They do not make links.



Now that we have looked at characteristics of young language learners, try to fill in the boxes in this mind map. With a partner, take turns reading each bubble before describing what word best fits each box.

Use these words to fill in the boxes:

- ✓ **Enjoyable**
- ✓ **Full of practice**
- ✓ **Meaningful**
- ✓ **Purposeful**
- ✓ **Social**
- ✓ **Supported**



The challenge of teaching children

