



THEORIES OF CHILDREN LEARNING DEVELOPMENT

1. Sensory-motor stage

(from birth to 2 years of age):

The young child learns to interact with the environment by manipulating objects around him.

2. Pre-operational stage

(from 2 – 7 years of age):

The child thinking is largely reliant on perception but he/she gradually becomes more & more capable of logical thinking. On the whole this stage is characterized by egocentrism & a lack of logical thinking.

1. Jeans Piaget:

There are 4 universal stages of development that all children go through & the development was a process of acquiring the principles of formal logic

3. Concrete operational stage

(from 7 – 11 years of age):

Year 7 is the turning point in cognitive development because children's thinking begins to resemble "logical" adult-like thinking. *They develop the ability to apply logical reasoning in several areas of knowledge at the same time but this ability is restricted to the immediate context.* This means that children at this stage cannot yet generalize their understanding.

4. Formal operational stage (from 11 onwards):

Children are able to think beyond the immediate context in more abstract terms. They are able to carry out logical operations such as deductive reasoning in a systematic way. They achieve "formal logic".

Teaching implication



Teacher should be sensitive,
open to the needs and
interests of various age groups,
and continually monitor their
changing needs.



3. Jerome Bruner

“Scaffolding: helping children to learn by offering systematic support”

“The social environment, i.e. social interaction with parents & teacher can make a difference in terms of offering unique, enriching experiences. “



Krashen

Spoken fluency in second language is not taught directly. Rather the ability to speak fluently and easily in a second language emerges by itself, after a sufficient amount of competence has been acquired through input.

We acquire (not learn) language by understanding input that is a little beyond our current level of (acquired) competence. This is called “**COMPREHENSIBLE INPUT**” .

Listening comprehension and reading are the primary importance in the language program, and the ability to speak (or write) fluently in a second language will come on its own with time. Speaking ability "emerges" after the acquirer has built up competence through comprehending input.

Comprehensible input

- Comprehensible input is language input that can be understood by listeners despite them not understanding all the words and structures in it. It is described as one level above that of the learners if it can only just be understood

Example:

The teacher selects a reading text for upper-intermediate level learners from a lower level course book. Based on what the teacher knows about the learners, the teacher believes that this will give them 'comprehensible input' to help them acquire more language.



7. James Asher

Total Physical Response (TPR):

Kinesthetic intelligence and memory is used because children do not learn in a conscious intellectual way. Children do not learn by thinking, but by “doing” things. They like singing by practicing, such when they sing “head shoulder knees and toes”