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*No printed word nor spoken plea
Can teach young minds what they should be
Not all the books on all the shelves
But what the teachers themselves*
Rudyard Kipling

The English equivalence of my title, which is a Turkish proverb, will be probably like this:
you cannot teach an old dog a new trick.

What is the key word for success with children?

At what age should we start teaching them a foreign language?

Which method works well with children?

Which materials to choose?

Which ones are available?

What are the characteristic features of young learners?

How to motivate them?

What about classroom management?

How can I assess them?

There may be hundreds of questions about teaching young learners but in my article I will try to cover some techniques that I use with them out of the class to give them the opportunity to hear English as often as possible.

I would like to mention a few words about mother language acquisition before learning a foreign language, having had the experience with my own children. It is something miracle that your little ones are starting to speak, you cannot measure the parents' joy.

When I was carrying my babies in my belly we had started to talk to them before we saw them. They were born but they were very little, my husband, my parents and I keep talking to them, it was wonderful, we were bombarding with language inputs, they gave no response at the beginning except smiling at us. At about twenty months Hatice made a sentence with three words; '*Ben Zeyneb i seviyorum*' on the way to Almaty after being exhausted in Bishkek, when we heard this sentence with three words we all forgot being tired. After two years Hatice memorized some short stories, some songs in her mother tongue.

Within three years of birth, children acquire several thousand words, figure out how to build and understand complex sentences, and master the sound system of their language – all before they can tie their shoes. (William O'Grady, 2005)

At first word learning is quite slow and new words show up at the rate one every week or so. But things often speed up at about the time children reach the fifty – word milestone (usually around age eighteen months). At this point, we often see the beginnings of a vocabulary spurt during which children learn one or two new words a day. (Clark, 1993)

At later ages, word learning becomes even faster, averaging about ten words a day between age two and six. By age six, children have a vocabulary of about 14.000 words, and they go on to learn as many as twenty new words per day over the next several years. The average high school graduate knows 60.000 words. (Clark, 1993)

Hatice and Zeyneb are almost four now when they open their eyes in the morning they start talking till the time they put their heads on their pillows they talk and talk and talk.

What about a foreign language?

How can we teach young learners successfully?

The British philosopher John Stuart Mill started to learn Greek at the age of three. Clearly, John was not an average child. There is a big difference between what children develop early, some later. Some children develop gradually, others in leaps and bounds. It is not possible to say that at the age of five can all do *x*, at the age of seven they can all do *y*, or that the age of ten they

can all do z. but it is possible to point out certain characteristics of young children which you should be aware of and take into account in your teaching. Usually small children pick up quickly while the elder ones struggling with the rules. I have got twins daughters: one of them learn to speak before the other, the same one can pronounce the difficult words better than the other. Does it mean that she can't learn? Does it mean that she is less intelligent? Of course not! We see her progress as well just slower than the other.

I think the first thing to do for a teacher is to find out about the children's intelligences, the way that they learn. 'Multiple Intelligence' is the theory that was developed by Howard Gardner. When I observe my children according to this theory, one who is not good at language skills is better at kinesthetic activities such as dancing, acting, miming, imitating and also good at social activities, smiling at people, attempting to talk to them or drawing attention of the people around her.

Even if twins are so different, what about our classes? Let me tell you! All types of intelligences are sitting in front of us.

Young children do not come to the language classroom empty – handed. They bring with them already well – established set of instincts, skills and characteristics which will help them to learn another language. We need to identify those and make the most of them. For example, children:

- are already very good at interpreting meaning without necessarily understanding the individual words;
- already have great skill in using limited language creatively;
- frequently learn indirectly rather than directly;
- take great pleasure in finding and creating fun in what they do;
- have ready imagination;
- above all take great delight in talking.

How does each of these qualities help a child in the foreign language classroom and how can we build on them?

I know from experience that very young children are able to understand what is being said to them even before they understand the individual words. Intonation, gesture, facial expressions, actions and circumstances all help to tell them what the unknown words and phrases probably mean. By understanding the message in this way they start to understand the language.

Children come to primary school with this ability already highly developed. They continue to use it all their school work. So when children encounter a new language at school, they can call on the same skills to help them interpret the new sounds, new words and new structures. We should support and develop this skill. We can do this by using our body language, gestures, facial expressions, intonation, and demonstration to convey meaning parallel to what we are saying.

References:

1. Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English to Children*, by Longman, 1990
2. Andrew Wright, *Storytelling with Children*, by Oxford University Press, 1995
3. Gordon Lewis, *The Internet and Young Learners*, Oxford University Press, 2004

Түйін:

Мақалада шет тілін жаңадан үйреніп жатқан жастарға ағылшын тілін технологияның көмегімен үйрету туралы жазылған. Технологияның тілді үйретудегі және үйренудегі маңызы мен пайдасы, балаға берер әсері де қамтылған. Сондай-ақ оқушылардың, яғни үйренушілердің қандай түрлері болатыны және оларға тіл үйрету барысында қандай әдістер қолдануға болатындығы да қарастырылған.

Резюме:

В данной статье написано о том, как можно обучить английскому языку начинающих изучать иностранный язык с помощью технологии; значение и польза технологии в обучении и изучении языка. Так же, рассмотрены типы учеников, и какие эффективные методы обучения для них использовать

Özet:

Bu makalede 21 yüzyıl gençlerine eğitim teknolojilerinden faydalanarak nasıl daha güzel İngilizce öğretebiliriz sorusuna cevap aranmıştır. Şu anda teknoloji ile iç içe yaşayan öğrencilerimizin bu bilgisinden ve arzusundan faydalanarak onlara nasıl daha iyi bir eğitim verebiliriz, sınıflarımızda ki teknik donanımları dil öğretiminde nasıl kullana biliriz.

Көршінің тілімен емес, тәжірибесімен өмір сүрейік.

Т.Әбдікұлы