

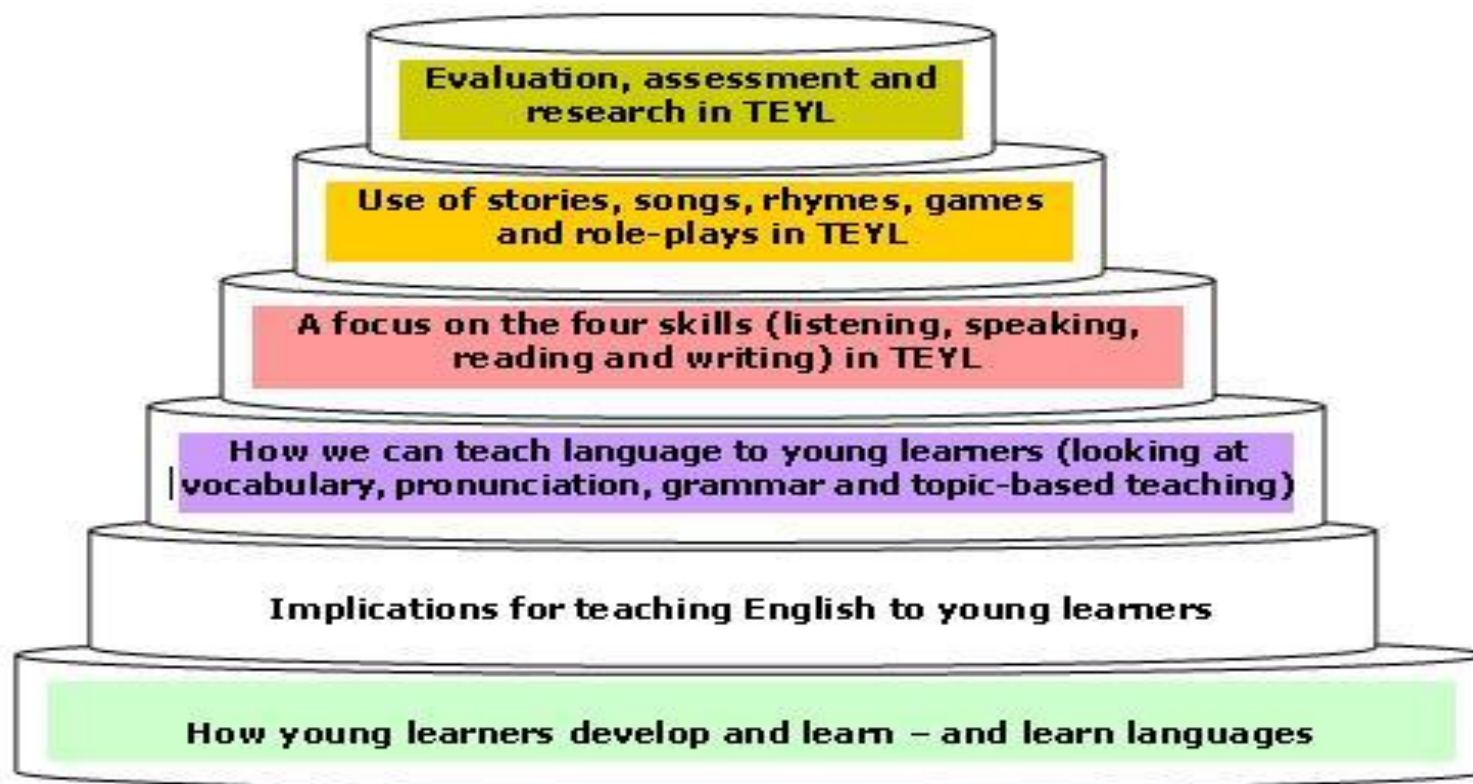
# Teaching English to Young Learners: How They Learn and the Pedagogical Implications

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2009

# Background

- TEYL fever among Indonesian people
- Myth: young learners learn faster and more effectively than any other age group
- Fact: children learning a new language early have a facility with the pronunciation
- Older learners seem to be far better learners than young learners in most aspect of acquisition, pronunciation excluded.

# What TEYL teachers should know:



# How do young learners learn?

- Piaget: 7-11 y.o. concrete operational period. Learn best from concrete thing, move to the next stage when they are ready
- Vygotsky: language was central to children development and adults' instruction support the learning (Zone of Proximal Development)
- Bruner: Scaffolding supports the thinking and learning process
- Donaldson: ability to hypothesize,
- Children preferred learning styles: VAK, multiple intelligences

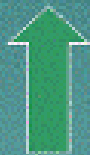


The child creates a hypothesis and searches for meaning and patterns by using his or her own knowledge of communication.

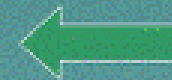


The child uses this gathered feedback to establish his or her own rules and then internalize these rules and remember them.

The child looks for clues and uses anything around him or her to support the hypothesis.



The child then tests this hypothesis by listening, questioning and trialing. The child then adjusts the hypothesis according to the feedback received.



# Implications

- Let students learn from the things around them
- Give thinking time
- Provide scaffolding
- Use variety of activities, media, techniques to accommodate differences in learning styles
- Let students experiment with the language

# Teachers should:

- Have good oral skills, (incl. pronunciation)
- Be able to motivate students
- Provide a rich diet of learning experiences
- Develop good and affective relationship with students

Thank You....

