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Salahaddin University- Erbil

Teaching English to young learners

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Certification

We confirm that this study was carried out by students (Ibrahim asm and Rayan muhsin) under our supervision at the Teachers College/Salahaddin University of Erbil, in partial fulfillment of the requirements for Bachelor's degree in English.

Name of the supervisor :

Dr. Zheen Hamad Amin

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Abstract

Teaching English to young children is attracting considerable attention in the field of language education due to the recognition of the importance of early language acquisition and its impact on lifelong learning.

This research article explores various effective teaching strategies and methods used in teaching English to young students.

Based on a review of relevant literature from reputable academic journals, the article examines key factors such as age-appropriate methods, language used, learner motivation, Cultural reminders and technology integration in the classroom.

Additionally, the article explores the role of teachers in creating a supportive and engaging learning environment that is beneficial to the language development of young students.

By synthesizing current research findings and best practices, this article aims to provide valuable insights for educators and practitioners working with English learners young people, thereby facilitating informed decision-making and teaching innovation in this field.

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-A descriptive and concise title that reflects the focus of our research.
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SECTION ONE

INTRODUCTION

1. Introduction

Teaching young people English is a complex task that combines language learning with interesting topics and new ways of doing things in the classroom. This field goes beyond just teaching language; it has become an art form that sparks the spark of good conversation, instills a deep respect for the subtleties of language, and encourages young people to be good global citizens.

2. The aims of the study

The goal of this study is to look into the art a of teaching English to young people in a thorough way. Its goal is to break down the complicated parts of learning a language, to look at how well different teaching methods work, and to find effective ways to teach young learners that work with their cognitive and psychological make-up.

3. The Hypothesis of the research

The main idea behind this study is that knowing the different aspects of language learning in more depth, along with new, child-centered ways of teaching, can greatly improve the language skills and global readiness of young students.

4. The significance of the study

This study is very important because it affects not only how well young learners can speak other languages, but also how smart they become, how sensitive they are to other cultures, and how well they can function in a world where everything is linked. The main goal of the study is to shed light on the best ways for young people to learn the global language franca, which will help them grow personally and facilitate better communication between countries.

SECTION TWO

LITERATURE REVIEW

2.0

Theories of language acquisition for young learners encompass various perspectives that shed light on how children acquire their first language and subsequent languages. Some of the prominent theories specific to young learners include:

1-Behaviorist Theory:

This theory suggests that language is acquired through imitation, reinforcement, and conditioning. Children learn language by imitating the speech of others and receiving positive reinforcement for correct language use. • Source: Skinner, B. F. (1957). *Verbal Behavior*. Copley Publishing Group. 2-Innatist Theory (Universal Grammar): Noam Chomsky proposed that children are born with an innate capacity for language acquisition, guided by a universal set of linguistic principles and structures. • Source: Chomsky, N. (1959). A Review of B.F. Skinner's *Verbal Behavior*. *Language*, 35(1), 26-58. 3-Constructivist Theory: This perspective emphasizes the active role of young learners in constructing their understanding of language through interactions with their environment and social interactions. • Source: Piaget, J. (1952). *The Origins of Intelligence in Children*. International Universities Press. 4-Interactionist Theory: Interactionists highlight the importance of social interaction and communication in language acquisition, suggesting that language development is shaped by meaningful interactions with caregivers and peers. • Source: Bruner, J. S. (1983). *Child's Talk: Learning to Use Language*. W. W. Norton & Company. 5-Sociocultural Theory: This theory, influenced by Vygotsky, emphasizes the role of cultural and social factors in language development, viewing language acquisition as a collaborative process within a sociocultural context. • Source: Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

2.2 Teaching methods

Teaching methods are particular strategies used by instructors to impart knowledge or skills. Examples of these strategies include talks, debates, and practical exercises. The distinction between teaching strategies and methods: Teaching Methods: The actual strategies employed, such as lectures or focus groups. Teaching strategies are the broad plans or methods that direct the instruction of a subject. The Top 12 Teaching Techniques to Consider Different teaching approaches are notable in the vast field of education for their efficacy and adaptability. Explore these innovative methods that are reshaping classrooms in the modern era and improving the educational experiences of students.

- 1-Game - based learning :** An innovative approach to teaching using games into the curriculum is called "game-based learning." It engages students with game elements instead of traditional teaching methods, making learning more dynamic and pleasurable. This approach transforms academic ideas into enjoyable tasks by appealing to our innate love of play.
- 2. Student-Centered Approaches** It is necessary to carefully implement specific procedures inside the classroom walls in order to reform the classroom. And the student-centered method is made up of these techniques. The revolutionary Student-Centered Learning approach places more emphasis on the needs, skills, interests, and learning preferences of students than it does on their grade point averages. The ultimate objective is to make learning a shared experience.
- 3. Teacher-centered Learning:** One of the traditional teaching approaches that places the teacher at the centre is teacher-centered learning. With this method, pupils mostly listen and take in information from the teacher, who serves as the main source of information and guides the flow of the lectures. It's a methodical approach that guarantees content delivery consistency.
- 4. Project-Based Learning** With the help of well-structured projects, students study in the exciting project-based learning paradigm. A team or an individual student works on a project for a considerable amount of time to address a real-world issue under the PBL. Using an actual product or by putting together a presentation for the audience, students showcase their abilities and knowledge. PBL enables students to gain in-depth knowledge and comprehension of a subject. It's the ideal educational exercise to help kids develop 21st-century abilities like: Mental abilities Critical reasoning Analytical conduct, dialogue, and cooperation inventiveness, etc. Traditional classroom learning approaches are not the same as project-based learning. Thus, after grasping this idea, educators need to meticulously develop project-based learning strategies.
- 5. Social Emotional Learning:(SEL)** centres on educating pupils about relationships, emotions, and making ethical decisions. It's a comprehensive approach that incorporates social and emotional intelligence into the curriculum rather than just a teaching methodology. Benefits: Promotes a healthy learning environment in the classroom, increases emotional intelligence, and strengthens interpersonal skills. Negative aspects: Needs constant practice and can be difficult to incorporate into academic courses.
- 6. Flipped Classroom Model** A modern teaching strategy called the "flipped classroom model" flips the roles of regular lectures and homework. After watching videos or reading books on a new subject, students spend class time discussing it, working through exercises, and working on projects that further their comprehension. Benefits: Promotes deeper topic exploration during class time, enables for self-paced learning, and

maximises classroom engagement. Drawbacks: Requires access to technology and significantly depends on students' self-discipline to study at home. 7. Collaborative Learning Strategies Collaborative Learning Strategies are teaching models that emphasize the power of collective intelligence.

2.3 Best Teaching Methods for Modern-Day Educators

Explore our guide on the best teaching methods. From game-based learning to inclusive strategies, discover what's shaping today's classrooms.

In this approach, students work together in groups, leveraging each member's strengths and knowledge. It's rooted in the belief that collaborative processes can lead to deeper understanding and more meaningful learning experiences than individual efforts alone. 8. Inquiry-Based Learning is an approach to education that centres the learning process around the needs of the pupils. Students are urged to enquire, research, and thoroughly examine subjects rather than merely receiving knowledge. With this approach, classrooms become centres of inquiry and active learning where students direct their own learning. Benefits: Develops independent research abilities, curiosity, and critical thinking. Cons: May take more time to prepare and difficult to lead without providing guidance. 9. Problem-based Learning Problem-based Learning is one of the teaching model that centers around presenting students with real-world problems and challenging them to find solutions. Instead of traditional instruction, students use critical thinking, collaboration, and research skills to address complex issues, making learning more relevant and applicable. 10. Personalized Learning Personalized Learning is one of the different teaching method that tailors the educational experience to meet the unique needs, interests, and strengths of each student. Instead of a one-size-fits-all approach, content, pace, and learning methods are adapted for individual learners

2.3 Pedagogical approach

A pedagogical approach refers to the method or strategy used by educators to teach and facilitate learning. It encompasses the principles, techniques, and practices employed to engage learners, deliver content, and achieve educational goals. Pedagogical approaches can vary widely depending on factors such as the subject matter, age of the learners, cultural context, and educational philosophy

The most effective language teaching approach is often a mix of several strategies tailored to the needs of individual learners.

1. Communicative language teaching (CLT) This approach is probably now the most popular teaching model for English language teaching globally. In part because it aims to put students in

a variety of real-life situations, so that they can learn how to use their language skills to communicate in the real world. Educators therefore tend to focus on fluency of communication rather than accuracy and lessons are more hands-on than theoretical. Interactive and relevant classroom activities characterise this approach along with the use of authentic source materials. Teachers are encouraged to provide the students with as much opportunity to give and receive meaningful communication as possible. The use of personal experience is also common in CLT classrooms.

2. Task-based language teaching (TBLT) The focus of TBLT teaching is solely on the completion of a detailed task which interests and engages the learners. Learners use the language skills that they already have to complete the task and work through three distinct phases – a pre-task, the task itself and post-task. Students might, for example, be asked to deliver a presentation about an important environmental issue. In order to complete it, they will need to read / listen to source material, conduct internet research, as well as writing and delivering the presentation itself. Research suggests that students in TBLT classes are empowered and motivated because they ‘own’ the language and can control the nature of the task response.

3. Content and language integrated learning (CLIL) The CLIL approach principally involves studying one subject (for example, biology, science or history) and learning a language, such as English, at the same time — effectively integrating the two subjects. The language teaching is organized around the demands of the first subject rather than that of the target language. So it’s critically important to make sure that the integration is clear and that students are engaged. Having said that, the CLIL approach does create significant opportunities for cross-curricular working; it opens up language learning to a wider context and can be used to re-engage previously demotivated students.

4. Cooperative Language Learning (CLL) Cooperative Language Learning or CLL forms part of a wider teaching approach known as Collaborative or Community Learning (CL). CLL seeks to make the maximum use of cooperative activities involving pairs and small groups of learners in the classroom. As such, it is a student-centered, rather than a teacher-centered, approach to language teaching. In the CLL classroom, all of the language learning activities are deliberately designed to maximise opportunities for social interactions. Students should accomplish tasks by interacting between themselves and talking / working together. The teacher’s role is to act as a facilitator of and a participant in the learning tasks.

5. The Direct Method When using the Direct Method of language teaching, all teaching happens in the target language, forcing the learner to think and speak in that language. The learner does not use their native language in the classroom at all! As a result, students work out key grammar concepts by practicing the language and by building up their exposure to it. Standard classroom techniques for this approach include Q+As, conversation, reading aloud, writing and student self-correction.

6. Grammar-Translation This is a very traditional teaching approach which prioritises translation from the students’ mother tongue into the target language and vice versa. To succeed in this approach, students need to memorize long lists of vocabulary and detailed grammar formats and rules. The approach favours accuracy over fluency and tends to favour the development of reading and writing skills instead of speaking skills. The downside of this

approach is that it does not prepare students with spontaneous communication skills. Classroom activities therefore usually include grammar drills, vocab tests and encouraging students to incorporate new grammar concepts in standardised writing tasks.

7. **Audiolingualism**
Audiolingualism was developed in response to some of the problems associated with Grammar-Translation. As a result, classes are usually held in the target language as this approach deliberately seeks to prioritise speaking and listening skills. Activities typically involve students repeating the teacher's words (either face-to-face or through headphones in a language lab) until they get the pronunciations and rhythm right. Good work is rewarded by the educator and mistakes are quickly corrected.

8. **Total Physical Response**
Total Physical Response or TPR is a way of language teaching in which the teacher presents language objects as instructions and the students have to do exactly what the teacher tells them. Students might therefore be asked to sit down, stand up, point to the clock or walk to the front of the class. As students improve, such instructions can become more detailed including additional elements for language comprehension, including adverbs (e.g. talk quickly), adjectives (e.g. put on your red jumper) and prepositions (e.g. stand in front of the teacher).

9. **The Silent Way**
It's perhaps hard to imagine a language classroom where the teacher doesn't actually say much, but that's the principle at the heart of this approach. As with CLL above, this approach deliberately shifts the focus from the teacher's teaching to the student's learning. Evidently, the Silent Way uses silence as a teaching tool. It encourages students to be more independent and to discover the target language for themselves. Teachers need to employ the widest possible range of gestures and facial expressions to communicate. Props might also be useful and of course, make sure that you explain the whole process to the class first!

10. **The Natural approach**
Adherents of this approach characterise it as recognising and highlighting the difference between learning and acquiring a language. For them, learning a language requires structure, textbooks, resources and memorising grammar rules or vocabulary lists. Whereas acquiring a language only needs teachers to create an environment which immerses students in the repetition, correction and recall of their target language. Primarily intended to be used with beginner learners, teachers emphasize interesting, comprehensible input (CI) and create low-anxiety situations. As such, lessons delivered using the natural approach focus on understanding messages in the foreign language, and place little or no importance on error correction, drilling or on conscious learning of grammar rules.

SECTION THREE

COMPONENTS OF TEACHING ENGLISH TO YOUNG LEARNERS

3.0 Phonetics and phonology

Phonetics and phonology are essential components of language learning, even for young learners. Phonetics focuses on the physical aspects of speech sounds, while phonology examines how sounds function within a particular language system. Here's a brief overview tailored to young learners, along with relevant sources:

- 1-Phonetics for Young Learners: Phonetics introduces young learners to the sounds of the English language, emphasizing correct pronunciation and articulation. Activities such as mimicking sounds, tongue twisters, and listening exercises help children develop their phonetic awareness and production skills.
- 2-Phonology for Young Learners: Phonology explores the patterns and rules governing sound combinations in English. For young learners, phonology activities may involve identifying rhymes, playing with word families, and recognizing common sound patterns (e.g., consonant blends, vowel digraphs).

Sources:

- Yavas, M. (2016). *Phonetics and Phonology: Fundamentals for Beginning Speech-Language Clinicians*. Wiley-Blackwell. • This textbook provides an accessible introduction to phonetics and phonology, with practical examples and exercises suitable for educators working with young learners.
- Gunning, D. (2014). *Phonics and Phonemic Awareness: A Systematic Approach for Teaching Reading*. Pearson. • This resource offers guidance on incorporating phonetics and phonemic awareness activities into literacy instruction for young learners, emphasizing the importance of phonological skills in reading development.
- Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics* (6th ed.). Wiley-Blackwell. • This comprehensive reference book provides definitions and explanations of key terms in phonetics and phonology, offering educators a valuable resource for understanding and teaching these concepts to young learners. By incorporating phonetics and phonology into language instruction for young learners, educators can help children develop essential skills for accurate pronunciation, effective communication, and literacy acquisition.

3.2 Grammar and morphology

Grammar and morphology are important aspects of language learning for young learners, helping them understand the structure and rules governing language use. Here's a simplified explanation of each, along with relevant sources:

- 1-Grammar for Young Learners: Grammar refers to the set of rules and principles that govern how words are organized into sentences in a language. For young learners, grammar instruction focuses on introducing basic grammatical concepts such as parts of speech (nouns, verbs, adjectives), sentence structure (subject-verb-object), and simple grammatical rules (e.g., plural formation, verb conjugation).

Source:

- Larsen-Freeman, D. (2003). *Teaching Language: From Grammar to Grammar*. Thomson Heinle. • This book offers practical insights into teaching grammar to language learners of all ages, with specific

strategies and activities suitable for young learners. 2-Morphology for Young Learners: Morphology is the study of the internal structure of words and how they are formed from smaller units called morphemes. For young learners, morphology instruction focuses on introducing basic morphological concepts such as root words, prefixes, and suffixes, and helping children understand how words can be modified to convey different meanings. Source: • Carlisle, J. F. (2010). Morphology Matters in Learning to Read: A Commentary. *Reading Psychology*, 31(3), 277-284. • This article discusses the importance of morphology instruction in literacy development, highlighting its relevance for young learners and providing practical suggestions for incorporating morphological awareness activities into instruction. • Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2011). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* (5th ed.). Pearson. • This book offers a comprehensive approach to word study, including morphology instruction, with hands-on activities and assessments suitable for young learners at different proficiency levels. By introducing grammar and morphology concepts in an age-appropriate manner and providing engaging activities and examples, educators can help young learners develop a solid foundation in language structure and usage.

3.3 Vocabulary development

Vocabulary development is a crucial aspect of language learning for young learners, as it lays the foundation for effective communication and literacy. Here's an explanation of vocabulary development for young learners along with relevant sources: Vocabulary Development for Young Learners: Vocabulary development involves acquiring and expanding one's repertoire of words and phrases in a language. For young learners, vocabulary development focuses on introducing high-frequency words, building word awareness, and fostering connections between words and their meanings through meaningful contexts and experiences. Activities such as storytelling, picture books, word games, and vocabulary-rich environments are essential for young learners to explore and internalize new words. Source: • Biemiller, A. (2001). Teaching Vocabulary: Early, Direct, and Sequential. *The American Educator*, 25(1), 24-28. • This article discusses effective strategies for teaching vocabulary to young learners, emphasizing the importance of direct instruction, repeated exposure, and sequential vocabulary learning. • Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing Words to Life: Robust Vocabulary Instruction* (2nd ed.). Guilford Press. • This book provides practical guidance on implementing robust vocabulary instruction in classrooms, with evidence-based strategies and activities suitable for young learners at different developmental stages. • Marzano, R. J. (2004). *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*. Association for Supervision and Curriculum Development (ASCD). • This book explores the role of background knowledge in vocabulary development and academic achievement, offering insights into effective instructional practices for building vocabulary knowledge in young learners. By providing rich and varied opportunities for young learners to encounter, explore, and use new

words in meaningful contexts, educators can support their vocabulary development and lay the groundwork for successful language learning.

3.4 Pragmatics and communication

Pragmatics and communication are important aspects of language learning for young learners, as they involve understanding and using language in social contexts. Here's an explanation of pragmatics and communication for young learners along with relevant sources:

1-Pragmatics for Young Learners: Pragmatics refers to the study of how language is used in social contexts to convey meaning and achieve communicative goals. For young learners, pragmatics instruction focuses on developing social language skills such as turn-taking, requesting, expressing feelings, and following conversational norms. It also involves understanding nonverbal cues, such as facial expressions and body language, which are essential for successful communication. Source:

- McCabe, A. (2014). *Social Communication Intervention for Young Children with Autism: A Practical Guide for Parents and Professionals*. Paul H Brookes Publishing. • This book provides practical strategies for supporting social communication skills in young children, including those with autism, with a focus on pragmatic language development and social interaction.
- Norbury, C. F., & Sparks, A. (2013). *Difference or Disorder? Cultural Issues in Understanding Neurodevelopmental Disorders*. Developmental Psychology Series. Psychology Press. • This book discusses cultural considerations in understanding pragmatic language difficulties in children, offering insights into how cultural factors may influence communication development in young learners.

2-Communication Skills for Young Learners: Communication skills encompass a range of abilities related to expressing ideas, sharing information, and interacting with others effectively. For young learners, communication skills instruction involves developing speaking, listening, and interpersonal skills through activities such as role-play, group discussions, and collaborative projects. It also emphasizes active listening, empathy, and respectful communication. Source:

- Johnson, D. W., & Johnson, R. T. (2009). An Educational Psychology Success Story: Social Interdependence Theory and Cooperative Learning. *Educational Researcher*, 38(5), 365-379. • This article discusses the role of cooperative learning structures in promoting communication skills and social interaction among young learners, highlighting the benefits of collaborative learning environments.
- Garton, S., & Copland, F. (2010). *Key Themes in Interpersonal Communication: Culture, Identities and Performance*. Palgrave Macmillan. • This book explores key themes in interpersonal communication, including cultural and identity factors, with implications for supporting communication development in young learners from diverse backgrounds. By incorporating pragmatics and communication skills instruction into language learning activities, educators can help young learners become effective communicators and navigate social interactions with confidence

3.5 Clarifying talk and dialect structures

Clarifying talk and dialect structures to youthful learners requires rearranging complex phonetic concepts into open terms. Here's a rearranged clarification in conjunction with sources custom fitted for youthful learners:

1-Discourse for Youthful Learners:

Talk implies talking and tuning in in discussions or stories. It's how we utilize words to tell stories, inquire questions, or share thoughts with others. When we conversation with companions, examined books, or observe appears, we're utilizing talk to get it and communicate with others. Source: Marianne Celce-Murcia, Donna M. Brinton, Marguerite Ann Snow. (2014). *Instructing English as a Moment or Outside Dialect* (4th ed.). National Geographic Learning. • This book offers rearranged clarifications of talk concepts and exercises reasonable for youthful dialect learners.

2-Language Structures for Youthful Learners:

Dialect structures are like building pieces that offer assistance us make sentences and get it each other. They incorporate words, linguistic use rules (like adding -s to create words plural), and putting words within the right arrange to form sense. Learning dialect structures makes a difference us conversation, compose, and get it what others say or type in. Source:

- Carolyn Graham. (2005). *Jazz Chants for Children*. Oxford College Press. • This asset employments fun chants and rhymes to present dialect structures to youthful learners in an locks in and important way. By utilizing straightforward dialect and locks in exercises, educators can help youthful learners get a handle on the concepts of talk and dialect structures, laying the establishment for compelling communication and dialect improvement.

3.6 cultural and linguistic

Explaining cultural and linguistic context to young learners includes making them understand that language is influenced by the customs, traditions and beliefs of different groups of people.

1-Cultural context for young learners: Cultural context refers to the customs, traditions, and lifestyles of different groups of people. This includes things like celebrations, food, clothing, and how people interact with each other. Our cultural context influences the words we use, how we speak, and what we think is important. • This picture book introduces young students to different cultures around the world through the universal theme of bread, showing how food can reflect cultural diversity.

2-Language and culture for young learners: Language is closely related to culture because it reflects the way people think and communicate in a community.

Different languages have unique words, expressions and ways of speaking shaped by cultural traditions and beliefs. Albert Whitman & Company. • This children's book tells the story of a little girl who dreams of becoming a storyteller like her grandmother, highlighting the importance of language and storytelling in preserving cultural heritage. By introducing young

learners to the concept of cultural context and its relationship to language through stories, activities, and discussions, educators can help children develop the ability to evaluate High diversity and empathy for others.

3.7 language skills

Explaining language skills to young learners involves breaking each skill down into simple terms and giving examples of how they are used in everyday life.

1-Listening for beginners: Listening means paying attention to the sounds and words that other people say. This helps us understand what people are talking about and follow instructions.

We listen when our friends tell stories, our teachers give us directions, or when we hear music or the sounds of the world around us. Source: • Rachel Ward. (2019).National Geographic Children's Reader.

- This book introduces young learners to the importance of listening skills through engaging pictures and simple text, giving examples of listening skills in different contexts.

2-Speaking for young learners: Speaking means using words and sounds to communicate with others.

We speak when talking to friends, asking questions, telling stories or singing songs.

Speaking helps us share our thoughts, feelings, and ideas with others.

Source: • Jane Belk Moncure. (2000).My first sign language book. Children's world.

- This book introduces young learners to different ways of speaking, including spoken language and sign language, through colorful illustrations and simple explanations.

3-Reading for young learners: Reading means looking at written words and understanding their meaning. We read books, signs, labels, and messages. Reading helps us learn new things, imagine different worlds and enjoy stories.

(Other terms). Book series for beginners. Random books for young readers.

- These classic books for young readers introduce basic reading skills through fun stories and colorful illustrations, helping children develop a love of reading.

4-Writing for young learners: Writing means using letters, words and sentences to express ideas and information.

We write when we draw, write letters, write names or tell stories. Writing helps us communicate our thoughts and feelings to others.

Source: • Tracey West. (2018).

My first workbook for learning to write: Practices kids with pen control, drawing strokes, letters, and more!

Rockridge Publishing.

- This workbook gives young learners the opportunity to practice their writing skills through fun activities and exercises designed to improve pen control and letter formation.

By presenting language skills to children in simple terms and providing engaging activities and resources, educators can help children develop strong foundational listening skills , speaking, reading and writing.

SECTION FOUR

COMPONENTS OF TEACHING ENGLISH TO YOUNG LEARNERS

4.0 pedagogical approaches

The study highlights the importance of effective pedagogical approaches in teaching components of English to young students.

Below are some implications drawn from the research on teaching English components to young students: **1-Integrating child-centered methods:** The research emphasizes the importance of combines child-centered teaching methods such as communicative language teaching (CLT), task-based language teaching (TBLT) and collaborative language learning (CLL) in teaching English to learners young.

These methods prioritize meaningful student engagement, interaction, and communication, promoting active engagement and language acquisition.

2-Content and language integration: Research highlights the effectiveness of content and language integrated learning (CLIL) in teaching English to young students.

Integrating language teaching with subjects such as science, history or biology provides meaningful contexts for language learning, making language learning more relevant and engaging for students.

born.

3-Balance between fluency and accuracy: Teaching methods such as CLT and TBLT emphasize the importance of fluency in communication rather than just accuracy.

Teachers should create opportunities for young learners to practice using language in real-life situations, and provide feedback and support to improve accuracy over time.

4-Adapt to diverse learning styles: Recognizing the diverse learning styles and preferences of young learners, teachers should apply a variety of teaching methods and techniques.

This ensures that all students have the opportunity to engage with the material in a meaningful and effective way that meets their individual learning needs.

5-Promoting active learning: teaching methods such as Total Physical Response (TPR) and Collaborative Language Learning (CLL) promote active learning and student engagement by letting students participate in hands-on activities, group work and interactive tasks.

This promotes a dynamic and stimulating learning environment that enhances language acquisition.

In summary, the study emphasizes the importance of using effective, child-centered, interactive teaching methods that meet the needs of young learners in teaching English subjects.

By integrating different strategies and techniques, teachers can create engaging and effective language learning experiences for their students.

4.1 Comprehensive information

Based on the comprehensive information provided, here are some practical recommendations on teaching English elements to young learners: 1-Combining a variety of teaching methods: Using combination Match teaching methods to each learner's needs and interests.

Strategies such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), and Collaborative Language Learning (CLL) can engage learners children effectively.

2-Emphasis on active learning: Encourage interactive, hands-on activities that allow students to engage with language in meaningful ways.

For example, role plays, group discussions, project-based learning and language games can make learning fun and effective.

3_Provide authentic language input: Expose young learners to authentic language materials such as stories, songs, videos and real-life conversations to make the learning experience relevant and more attractive.

4-Focus on Communication Skills: Prioritizes the development of listening and speaking skills by providing students with multiple opportunities to practice oral communication in a variety of contexts.

Encourage interaction with friends and create an environment conducive to language practice.

5-Integrating Assessment into Instruction: Use a variety of assessment methods, including formative assessments, observations, portfolio assessments, and performance-based tasks, to monitor progress student progress and provide timely feedback to improve them.

6-Continued professional development: Teachers should participate in continuing professional development activities such as workshops, seminars, online courses, and peer collaboration to stay current on best practices and improve their teaching skills.

7-Simplify language concepts: When introducing language concepts such as phonics, grammar, vocabulary, pragmatics, and discourse, use age-appropriate language and activities engaging to make those concepts accessible and understandable to young learners.

8-Improve cultural awareness: Integrate cultural elements into language teaching to help students understand the cultural context of language use and develop empathy and respect for different perspectives.

diversity points.

By implementing these recommendations, educators can create a dynamic and effective learning environment that promotes language acquisition and fosters the well-rounded development of young learners.

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Resource Type: Virtual Seminar
- Source: • Jane Belk Moncure. (2000). *Children's world*.
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پوختە

ل قوتواب خانە سەتەمەنە و نەوونە کەماندا، هەلبەت ئازادەن شەخسە واکەمانە نە فەقەت کەردن کارەگە مەتەبەکی بە مەرجە اوئەل سە مەری ئەزموو نە پە مەردەهە یگە شەتە قوتابەنە بێانە هە و هەتازە فەقەتە و واکەمانە . ئە هەتە و ئێژە نە مەوێنە کە ئێلە نە مەوێنە مەری ئەگە ج وراوچ و رەکانە وانە مەتەنە مە نکاتە، لە مانە مە ناوچە هەگە مەسە قەد نە نەزەکی و مەوێنە لەکانە تەری فەقەت کەردن لە باشەتە کەردنە بەشە دارە کەردنە و فەقەتە وونە نە دۆزەنە مەهە مەوێنە فەقەتە وونە واتە لە قوتواب خانە سە مەوێنە لەکانە فەقەتە وونە هەوێنە، پەوێنە لەکانە نە و هەگە پەرا نە ل مەوێنە لە خانە نە مەوێنە لەکانە قوتابەنە بێانە و بێ کەردنە مەهە ی رەخە نە گەرانە و ئە قەجە مەدانە ئە هەکانە مە لە ئەگە هە پەتە داچە وونە مەهە کە یگە شەتە گە رەبۆ ئە مە مەبەتە ئە ئەشە تە ئەمە ئەنە جە ئە مەوێنە لەکانە نە مەوێنە لە دەلەلە کەردنە ئە ئەر و لێنە و پە پە پە ر دەهە بە فرخە هە بۆ پە مەردە کارەنە و بێ سەتە و نە ئەنە ل مەوێنە لەکانە ئە نە مەوێنە لەکانە نە مەوێنە لەکانە ئە ئەگە هە پە مەردەهە هە هە بە ئە ئەوێنە کەردنە ئە ئەگە دا ئەنە مەکانە کە ئەنە جە مەکانە ئە فەقەتە و وێنە ئە ئەگە کە ئە شەتە گە ل مە پەتە دا دە سەتە نکاتە .

Thanks...