Different Approaches to Teaching English as a Foreign Language to Young Learners

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Abstract: Primary school age is known to be the most favorable for learning a foreign language. Imitating abilities of a child, natural curiosity and need for new knowledge contribute to overcome the challenges facing foreign language learning. Using a foreign language a teacher familiarizes younger learners to a different culture on the one hand, and on the other hand- he/she fosters respect and tolerance for different lifestyles.
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Introduction:

Interest in the teaching English to young learners has been steadily growing in recent years. Now English is offered in primary and even in pre-school education. It is worth remembering that every child has his of her own inner incentive for learning a foreign language and the teacher's task is to develop this motivation. There are a number of reasons for teaching English at the primary level. Here are the basic ones:

• the most favourable period for linguistic development can be used successfully to form a solid basis for further linguistic education;

• an early start provides maximum learning time for English as a foreign language - the earlier you start the more time you have to learn;

• children who learn a first foreign language at pre-school or primary school levels have a better chance to take a second foreign language in the secondary school;

• from an early age children are exposed to the cultures of the countries where the target language is spoken; they grow up tolerant and sympathetic to other people;

• learning a foreign language at early age, apart from practical value, stimulates children's ability to use their mother tongue better;

In terms of language skills and fluency, pre-teens and early teens are usually quite alert and confident. They can communicate well in their own language; they are familiar with the basics of such diverse subjects as literature, history and mathematics; they are also beginning to study science as a subject, and to realize that it is a field of knowledge unlike any other. An ideal student, according to any national standards of education, has the ability and the desire to master all those skills, and to use the new information as a tool of self-development on their way to becoming a full-fledged valuable member of society [1].

Approaches to EFL teaching to beginners

A great many explanations have been put forward for taking into account the age, level, and goals of our students. In this section, we shall look at young beginners, and the ways to cope with their problems.Young students at the beginner level are naturally curious about all new things. Their minds and memories are uncluttered; they have no fear of the unknown. If they wish to connect with their peers, they may still be able to use non-verbal means of communication. It is interesting, children manage to play together, never feeling any language barriers. Amazingly, they can also retell, translate into their mother tongue what the other children are saying, relay the information to adults, regardless of the language in which it was first received.At a foreign language lesson with young learners, no matter which method we use, we come across the same problem: children tend to rely on the

patterns of their native tongue (which they are also still learning to use correctly). On the other hand, once they learn a few words, they are ready to communicate, to talk.

Poems and songs are extremely useful, as well as fairy-tales, short plays, cartoons, any and all kinds of visual aids. Have them draw simple diagrams, repeating the same forms over and over again. Children can recite the same poem, listen to the same fairy-tale, sing the same song, and watch the same cartoon hundreds of time. They will enjoy drawing the same picture and laugh at the way grammar can be learned.

Conclusion

This study is of relevance since it sheds light on a number of issues in the current theories. The implementation of these objectives requires teachers should know the psychological characteristics of primary schoolchildren to organize the educational process at this stage of training.Today nobody is to be convinced that early language training contributes not only more durable and practical knowledge, but also carries a great intellectual, educational potential.

According to long-term observations early teaching of foreign languages:

- stimulates the language and overall development of children and, as a consequence, increases the value of comprehensive early childhood education and elementary education as the foundation of general education;
- attaches children to other cultures, thereby forming a universal consciousness;
- creates a favorable basis for mastering a foreign language , as well as for further language learning at later stages , as it prevents the formation of the psychological barriers that arise at the beginning of learning a foreign language at the age of 10-11 years old;
- improving general educational skills (e.g, ability to work with the book) by expanding their scope in the process of mastering a foreign language

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WORDLY KNOWLEDGE