

Teaching English Language in Early Childhood

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Abstract

Learning English is a crucial skill that will enable youngsters to reach their full potential in the future. They can learn English quickly and successfully if they use the appropriate strategies since early childhood. As a result, it is critical that kids learn English that is both practical and beneficial. For youngsters, learning should not be a stressful experience. It should be entertaining as well as stimulating. Reading, listening, and speaking English should become second nature to them as a result of their study. They will learn more and use English language at a higher level as their confidence grows. This paper outlines various resources for EFL teachers to help youngsters learn a foreign language more effectively since they are in their early childhood. These are designed to help them teaching effectively while also providing the excitement and variety that children require. This paper's final section discusses how to ensure that youngsters learn English using easy approaches that will undoubtedly make teachers' jobs more enjoyable and rewarding. Furthermore, it is expected that the teachers would have enough new ideas to be the most inspiring teachers possible.

Keywords : Teaching Language, Early Childhood

INTRODUCTION

Youngsters are independent social beings with their own set of cultural norms. According to Caponegro (2007), we have a responsibility to guarantee that children have the finest possible environment and to offer them with numerous opportunities to fully experience their cultures, inspiring them to one day work to reimagine the world that will be theirs. We also owe it to ourselves to guarantee that we never lose our enthusiasm for the young's creative spirit, as well as the many fundamental qualities and works that we commonly identify with them. Vygotsky's position that the child is as social also supports it. Interacting with an adult helps both, learning to do things and learning to think. Vygotsky viewed a youngster performing things in a social setting initially, with other people and language assisting in various ways, and then progressively moving away from dependency on others to independent action and thought (Cameron, 2003).

Furthermore, children are really just: children. They are not small grownups. If we consider our children to be less important than ourselves, we are more likely to prioritize our own needs and goals over theirs, even if we try to excuse our self-centeredness by claiming. It takes a lot of effort to teach our children that they are not the most important people on the planet (Prewett, 1996). Also, according to Cameron (2003), Piaget believes

that a child is an active learner. Piaget is interested in how young children interact with their environment and how this affects their mental development. The youngster is portrayed as constantly interacting with the world around him or her, solving difficulties that the environment presents. Learning occurs when people take action to solve issues. Then, when they try to make sense of other people's actions and language, youngsters look for motives and goals in what they see others doing, putting their knowledge and experience to bear. Recognize that children are active 'sense-makers,' but that their sense-making is constrained by their experiences. Following that, it is now widely accepted that young children are capable, active agents in their own conceptual development. In short, the young child's thinking has come to life (Bruner, 1972, 1981a&b; Carey & Gelman, 1991; Gardner, 1991; Gelman & Brown, 1986; Wellman & Gelman, 1992; Bransford & Brown, 1999).

From the above ideas, it is clear that there is a focus on seeing children as active learners who can establish objectives, prepare, and modify. Children are viewed as material assemblers and organizers. As a result, cognitive development entails the acquisition of ordered knowledge structures such as biological notions, early number awareness, and basic physics comprehension. Furthermore, cognitive growth entails the gradual learning of memory, comprehension, and problem-solving methods. In addition, the children are actively attempting to make sense of the situation. To find and construct a meaning and purpose for what adults say to them and ask them to do, for instance. They can only make sense in terms of their limited and incomplete world knowledge. As a result, teachers must review classroom activities from the perspective of children in order to determine whether students will understand what they are supposed to perform or will be able to comprehend new language.

LITERATURE REVIEW

Children and adult learners in learning a foreign language differ in numerous respects, according to Bransford & Brown (1999). Cameron (2003:1) also mentions some evident contrasts, such as the fact that children are often more passionate and dynamic learners. They are more concerned with pleasing the teacher than with pleasing their peers. Even if they don't comprehend why or how, kids will participate in an activity. They do, however, lose interest more rapidly and are less able to keep themselves engaged on challenging activities. Furthermore, they lack the same access to metalanguage as older students, which teachers can use to explain grammar and discourse. Children appear to be less embarrassed while speaking in a foreign language than adults, and their lack of inhibition appears to help them achieve a more native-like accent.

The direct experiences and interactions that children have with the things and people around them are crucial to their learning. Setting should strive to make the activities they deliver as meaningful as feasible. Practitioners have a critical role in promoting children's active learning by creating an environment and settings that encourage them to participate. First and foremost, this entails increasing children's self-esteem and confidence. The confidence and trust that come from strong relationships are the foundations of mental and physical involvement in learning. When children are uncertain of their environment, they lack confidence and respond cautiously. They feel

confident in themselves when they believe they are valued and accepted for who they are. This allows children to take advantage of opportunities to interact with individuals they know well, study the items and spaces around them, be excited by challenges, take risks, and approach difficulties with zeal. Children can engage in a variety of sorting tasks as part of their everyday learning, according to Fisher and Terry (1977:84-85). A group of students, for example, went on a neighborhood walk and collected a variety of intriguing stuff. These were sorted, categorized, and displayed in a presentable way. One group of four kids organized their leaf collections by putting green leaves in one pile, brown leaves in another, and reddish coloured leaves in still another. They then took representative leaves from each of the three heaps, taped them on a huge piece of poster board, and labeled each of the categories with brief descriptions.

Children learn from hands-on, physical activities.

Physical activities should be developed as a child learns to walk, run, climb, jump, toss, and catch while playing. It is critical for a child's fine motor skills to develop in order for him or her to be able to hold a pencil and write, which is especially vital in kindergarten and preschool. As a result, many youngsters of this ages spend their time in the classroom playing minor games. Plan play experiences based on children's real-life situations, such as a hospital or a construction site, to encourage active learning. Adjusting schedules and routines, for example, by enabling children to return to an activity later, can help to sustain children's endeavors.

Children's thinking is embedded in a here-and-now context of situation.

According to Welton & Mallan (1981:116), most youngsters have a secure sense of "yesterday" before they begin primary school. However, something that happened to them two weeks ago felt "a long time ago." This does not necessary imply that they have forgotten what occurred. Children can often describe events in incredible detail, such as vacations, experiences, and so on. They can tell us what happened, but they usually can't give us a precise time period for when it happened. Furthermore, the way youngsters build a vision of the future is comparable to how they acquire a vision of the past in many ways. As a result, children's thinking is anchored in a hear-and-now situational context.

Children learn holistically-from whole to part.

According to Whiting (2000), after reading the text, the teacher draws a sound blend from the text on the board and asks the students to find the sound blend in the text. The words are written on the board as they discover occurrences. Other phrases have been offered. The list is spoken out loud.

Many teachers, textbook authors, and language test creators believe that reading is made up of various skills and components. Sets of reading components are frequently claimed to provide valuable frameworks for course design, teaching, and test building. Reading is also a difficult cognitive process that involves decoding symbols in order to construct or extract meaning (reading comprehension). It refers to the acquisition of a language for communicating, sharing information, and exchanging ideas. Reading is beneficial for language acquisition, according to Harmer (2007:99), because it provides information about what they read and what they acquire from reading activities.

Reading can also be characterized as an individual's ability to detect a visual form, correlate that form with a sound or meaning obtained in the past, and grasp and interpret that meaning based on experience. Readers gain information about the message or information given during the reading process. Reading, according to Day and Bamford (1998), entails the construction of meaning from printed or written content, followed by the reader's comprehension of what they have read.

The young learner also can learn the way to read by using the phonics. The phonics have to be learned since early childhood so they are able to blend and pronounce the correct word with accurate pronunciation. All readers and writers of alphabetically written languages, like as English, require the use of phonics. In order to teach and learn using phonics, students must be able to identify words quickly and properly. According to Brand (2004), phonics is one of the instructions that can assist kids understand the letter sound in reading and spelling. In reading exercises, this technique emphasizes on the readers' grasp of the letters and how to pronounce them appropriately.

In addition, according to Bald (2007), phonics is the systematic instruction of the sounds communicated by letters and groups of letters, as well as training children to combine and blend these sounds in order to read or write words. Learners are encouraged to decode written letters by sound based on the grapheme in this method. Furthermore, the phonics strategy provides some benefits to learners, particularly for youngsters learning to read at a young age. It will enable kids to acquire the regular pattern of words, as well as letter conventions. It facilitates reading by allowing for easier pronunciation.

Children learn by acquisition-implicitly.

The discovery of a language's words and what they mean in the world, according to Saffran, Senghas, and Trueswell, is merely the first step for a language learner. Children must also learn how the distribution of these elements, such as grammatical endings (-s, -ed, -ing) and function words (of, to, the), conveys an utterance's additional combinatorial meaning. To put it another way, children must infer and use the grammar of their language to figure out who did what to whom in each sentence. Even simple sentences like Mommy gave Daddy the milk rather than Daddy gave Mommy the milk fall into this category. Because it permits children to compose strings of items in such a way that they may compute crucial, and even innovative, relational notions of the world, the parsing process is a key component of the language comprehension mechanism.

Children have relatively short attention span.

According to Schmitt (1999), a child's normal attention span is three to four minutes each year of age. As a result, a 2-year-old should be able to focus on a task for at least six minutes, and a kindergarten student should be able to focus for at least 15 minutes. (It's important to note that a child's attention span when watching TV is not an accurate indicator of his or her attention span.) As a result, the children's foreign language learning is influenced by their experiences. The more language experience children have, the more likely they are to learn. Foreign language classes should provide all or almost all of a child's exposure to the target language. If teachers want children to learn specific language

abilities, they must ensure that they have experiences in lessons that will help them develop those skills.

DISCUSSION

Techniques are the things that teachers perform in the classroom, but only a few of them do not include the use of resources to support and enhance them in some way. Short conversations, role plays, chalkboard work, drawings, realia, and other activities could be used by the teachers, but appropriate learning resources for children contribute significantly to the depth of language training.

Children, according to Brown (1994: 93), are focused on what this new language can be used for right now. Language must be deeply rooted in its environment. Storylines, well-known scenarios and people, real-life discussion, and meaningful language use Children's minds will be less tolerant to context-free language in abstract, solitary, unconnected sentences. These are now resources for EFL teachers to help students learn a foreign language. These are designed to help them teach effectively while also providing the excitement and variety that children require. They are as follows:

- 1) Children's stories entertain, educate, and develop their cultural abilities (Musthafa:9). Apart from that, Cameron (2003:163) claims that youngsters will pick up words that they appreciate, and that stories provide scope for vocabulary growth in this way. Furthermore, according to Parreren (1982 &1992, as referenced in Cameron, 2003:164), allowing youngsters to choose the stories they wish to hear may assist optimize the amount of learning that occurs.
- 2) Have access to a wide range of preschool activities and games There are over a hundred games with over a thousand ideas for teaching English to kids in a fun way.
- 3) Games make learning enjoyable, so students and youngsters are willing participants rather than spectators.
- 4) Select from a variety of listening and comprehension activities, then practice with communicative speaking games.
- 5) Make use of hundreds of vocabulary-building and revision ideas.
- 6) Always remember that practice makes perfect. As part of the natural learning process, these activities include repetition.
- 7) Because many games and activities contain movement, children learn through the complete bodily reaction. TPR (Total Physical Response) is beneficial to all students and teachers (Musthafa:19)

The article discusses what the instructor should do and/or say in this section. In other words, how to teach children in the expectation that you, as a teacher, will be able to create many good and relevant English classes under your supervision.

- 1) From the first day of class, make the rules, which should be fair and consistent, obvious.
- 2) When you initially meet the students, remember their names. All pupils should be encouraged to memorize their classmates' names. When teaching (i.e., talking to them, making requests, TPR (Total Physical Response exercises, playing games, etc.), use their names frequently.

- 3) Demonstrate what has to be done to the kids. Don't try to justify yourself. Simply said, do it. They'll obey the teacher's instructions. It is necessary to feel English rather than to be taught it.
- 4) With each class, build trust between the teacher and the students. They demonstrate to them that the teacher will never embarrass them for making an English error through their conduct.
- 5) Make eye contact with the students to interact with them.
- 6) Develop well-thought-out, consistent lessons with a predictable framework that provide kids with a sense of security and balance. When students know what to expect, they feel more at ease.
- 7) Be pleasantly delighted whenever pupils converse in English with one another.
- 8) Assure the pupils that the teacher is aware of their English proficiency and that the teacher appreciates their efforts.
- 9) Be respectful of the children.
- 10) Use English to help them improve their self-esteem.

Teaching Reading with Phonics

Using phonics to teach youngsters to read is one of the most effective ways to help them learn to read. Knowing how to teach children to read using phonics is a valuable skill for any parent or teacher. Reading is a crucial life skill that we all utilize on a regular basis without even realizing it.

Using phonics to teach children to read entails teaching them the sounds that individual letters or letter groupings make. After that, youngsters should be taught how to put those sounds together to form a complete word.

In other words, rather than training a youngster to recognize a word as a whole, you educate them to break the word down into individual sounds made by the letters.

If we use the word dog, for example, you would not show your child how to pronounce the word dog. You'd teach your child to sound out each letter, d - o - g, and then pronounce the word dog, using phonics. You would sound out the letters sh - o - p in the word shop. To form the "sh" sound, combine the first two letters S and H.

By sounding out the word letter by letter, phonics allows children to learn words they have never seen before. When kids learn to read a word by sight, that implies they'll remember how to pronounce it the next time they see it. However, if they come across a term they don't recognize, they won't be able to decipher how to pronounce it. This is why phonics is crucial.

Teaching children to read with phonics entails not only teaching them the decoding abilities required to look at a word and correctly pronounce it, but also equipping them with the knowledge of what to do when they come across a new word. As your child develops as a reader, all of the phonics sounds will become instinctive, and he or she will be able to read fluently.

The final section will discuss how to ensure that youngsters learn English using easy approaches that will make the teacher's job much more enjoyable and gratifying. Furthermore, the teacher will be expected to have enough new ideas to be the most inspiring instructor possible. Because the students have such a short attention span, the

teacher will need a new idea every five minutes or so. In order for the children to learn to understand and speak English, the instructor must also know how to turn games and activities into language learning chances. These suggestions are for teachers who are teaching English as a foreign language to 3-5 year old preschool children in small to medium-sized groups.

Teacher may do some activities as follow :

- 1) Prepare for class by practicing telling the stories and having the resources ready. Instead of feverishly trying to organize the materials as the children become restless and bored, the instructor will be able to relax and enjoy the class and the children.
- 2) Every 5-10 minutes, switch the games and activities. This is crucial because children want variety because they are easily bored and have a limited attention span.
- 3) Go over it again, examine it, and revise it. Short games can be used to review vocabulary and phrases taught earlier in the term or year by the teacher. If it is ignored, the students will have no remembrance of the language covered by the teacher.
- 4) Make the lessons fun and active by incorporating physical movement. They will be more enjoyable for the children, who will be more driven, and will remember the language better.
- 5) Teach in a friendly environment with plenty of positive reinforcement.
- 6) Avoid getting into a competition with them. It can be a difficult situation. Play games in which everyone has a chance to win.
- 7) Encourage your students to learn. Never tell them they can't or won't succeed.
- 8) The teacher should encourage children to learn English as a second language for the rest of their lives.
- 9) Use tunes and rhymes. These are fantastic for a lot of repetition (phraseology and vocabulary)
- 10) Don't put too much pressure on them to read and write. They're still figuring things out. They should write in their own language.
- 11) Focus on listening and understanding, expanding your vocabulary, and learning short sentences.
- 12) Focus on speaking practice as well, beginning with single words and short sentences.
- 13) Focus on actual real-world stuff that the youngsters comprehend rather than abstract abstractions. Start with simple topics like colors, numbers, families, greetings, and short common phrases and sentences, for example.
- 14) Be adaptable. Change the game or activity if anything isn't working.
- 15) Incorporate real-world items. When the teacher is unable to bring in genuine materials, utilize whatever objects are accessible in the classroom, and in the games, use colorful images of real items.
- 16) Make utilisation stories. According to Vernon (2008), stories are valuable resources for children since they will want to hear the same stories told again and over again. ere are some compelling reasons to use stories to teach English to children:
 - a) They are adored by children.
 - b) The story can serve as the main point of the lesson, providing meaning and context for unfamiliar words and phrases.

- c) They will like hearing the same stories over and over, which is excellent for revision. The stories can be used by the teacher as a springboard for engaging classroom activities.
- d) Using stories as a teaching tool gives the teacher a different approach and allows for greater variation in the lessons.
- e) Children can hear and understand significantly more English through stories and songs than through any other technique.

CONCLUSION

Techniques are significant because they assist students in comprehending and solving problems in a manner that is appropriate for the situation. Techniques can help you learn more effectively and quickly. As a result, teachers understand the significance of pupils learning and employing a variety of strategies. It's critical to make sure that students learn to use the skills on their own and don't constantly rely on their lecturers for assistance.

Children must learn to put the words they see in a text into sounds and make sense of these sounds in order to read English correctly. Because English employs letters in the alphabet to represent sounds, it is critical for youngsters to learn letter-sound correlations.

This information is taught in phonics to help youngsters learn to read. Children learn the sounds that each letter makes and how the order of letters affects the meaning of a word. Words like 'dog' and 'pat', for example, could be misread as 'god' and 'tap' if we don't pay attention to letter order.

The teacher will need a new idea in every meeting because the children have such a short attention span. The instructor must also know how to turn games and activities into language learning opportunities in order for the youngsters to learn to understand and speak English.

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