

# COMMITMENT WITH CHILDREN TO EFL TEACHING

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## **Abstract**

*The teaching of English as a foreign language is now, in many countries in the world, expanding into primary and intermediate schools. The fields of didactics and educational psychology have dealt with the teaching of children taking into consideration the age factor beside other factors such as the cognitive development of the child, classroom atmosphere, and the teaching methodology. Engagement with young children and in foreign language teaching is an exacting task where many aspects should be kept in mind concerning the young learners such as age, material, interest, level, intelligence, time of learning, and classroom atmosphere. Indeed, the teacher should step in the world of children in order to be closer to them, to get a better understanding about their individual learning styles and consequently becomes a good decision taker and bring innovative techniques in the classroom appropriate to his or her type of learners. Methods or techniques are bound up with the learners' profile.*

*The present study examines the EFL (English as a Foreign Language) teaching process to young learners in a private school. Yet, we should remind that teaching young children is actually different from teaching adolescents or adults as they have peculiar physical and behavioural characteristics, as well as styles of learning. In addition, the children in this educational context are true beginners. Indeed, the target language cannot be practiced in any other setting except in the classroom. That is, children have no direct contact with the language outside the classroom. This what makes the difference between an ESL and an EFL context. Therefore, this work is an attempt to find out the appropriate methodology which would be helpful in designing activities suitable to the young beginners and their interests.*

*Thereby, the main issue raised in the present work in under the following questions:*

- 1. What should the young beginners be taught and how?*
- 2. Can any method satisfy the young learners' needs?*

*In order to answer these questions, we have started the experimental protocol by choosing the population. In fact, the 24 pupils of the third year were targeted. They are about 8 and they fall in the third stage of Piaget's theory of cognitive development: that is the Concrete Operational stage. During this stage children begin to reason logically, and organize thoughts coherently. Yet, they can not handle abstract reasoning. The pupils were divided into 4 groups randomly from the list. Each group included both male and female pupils and in a balanced ratio. Then, each group was taught under a method. The methods applied were: the Direct Method, the Audio Lingual Method, TPR and the Eclectic Method. The selection of these methods has not been done very easily; first, because of the great number of EFL teaching methods; and second, the teaching of EFL is not usual in the elementary settings.*

*Dealing with the methodology or research, it was mainly through observation. Getting to know the young learners provides information to be an effective decision-maker. The criteria that constitute the grid of observation concerned the understanding and learning new vocabulary and grammar, spelling; and in terms of speaking, focus was on pronunciation, proficiency and accuracy. A test followed to complement the information gathered through the observation during the learning/ teaching process. Interest is also put to find out which skills can be more developed at the young learners.*