

TEACHING ENGLISH TO YOUNG LEARNERS

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first is the conclusion of the study, which discuss all the main points in the previous chapters. The second is the suggestions for school, teachers and future researchers on the field of teaching English to young learners.

Conclusion

By understanding the characteristics of early young learners, and understanding the methods used at the Stepping Stones School Surabaya, there are some notes that can be considered as the methods:

1. It is a full English school.
2. From its history and profile it is important to set the fun learning that impact deeply to the entire programs of the school.

Looking at the interaction between the students and also their ability in using English, there are key factors underlying the methods of teaching English at the Stepping Stones School Surabaya:

1. The set of curriculum that consider the characteristics of early young learners including the certain ground rules, certain programs with guidance of lesson plans and observation chart, the set of clear scope and sequence for each specific range of age of early young learners.
2. The application of the curriculum by the competent teacher to reach the students' ability in using English and provide the fun process of learning.
3. English environment.
4. Involving parents as the great resource of process of learning and the most important support part needed by each child.
5. Get the research or information about young learners learning and teaching especially also the government document to make sure the path taken by the school.

Suggestion

Referring to the results of the study, the writer suggests the following points for schools for young learners, teachers and future researchers dealing with teaching English to young learners:

First, the schools for the young learners need to have a well-designed curriculum with the research-based teaching English to young learners. Dealing with human growth and development, the school also has to be able in evaluating its curriculum that the needs of the young learners might be also different though there is a special pattern that can be learned and researched. The school should be a full English school in such period of age of the students. Second, the well-designed curriculum should be interpreted into daily based teaching English to young learners. The teachers should be able to be creative in interpreting the curriculum. This creativity should be able to be used to facilitate the characteristic of the young learners. The teacher also should have a qualified English skill that would support the qualified English skills for the young learners. Third, the schools and the teachers should have abilities to communicate and to involve parents in applying the school's curriculum.

For those who are interested in conducting the teaching English to young learners it is advisable that comprehending more the bilingual education researches would help the researcher in understanding that learning other languages in a proper way would not ruin the mother tongue. There are some

effects on this kind of education when school is trying to introduce more than one language in the classroom. Bilingualism has positive effects on children's linguistic and educational development. When children continue to develop their abilities in two or more languages throughout their primary school years, they gain a deeper understanding of language and how to use it effectively. They have more practice in processing language, especially when they develop literacy in both, and they are able to compare and contrast the ways in which their two languages organize reality. More than 150 research studies conducted during the past 35 years strongly support what Goethe, the German philosopher, once said: The person who knows only one language does not truly know that language. The research suggests that bilingual children may also develop more flexibility in their thinking as a result of processing information through two different languages (Cummin, 2009).

Further on the effect of the children's mother tongue, Cummin mentioned that children's mother tongues are fragile and easily lost in the early years of school. Many people marvel at how quickly bilingual children seem to "pick up" conversational skills in the majority language in the early years at school (although it takes much longer for them to catch up to

native speakers in academic language skills). However, educators are often much less aware about how quickly children can lose their ability to use their mother tongues, even in the home context. The extent and rapidity of language loss will vary according to the concentration of families from a particular linguistic group in the school and neighbourhood. Where the mother tongue is used extensively in the community outside the school, then language loss among young children will be less. However, where language communities are not concentrated or "ghettoized" in particular neighbourhood, children can lose their ability to communicate in their mother tongue within 2-3 years of starting school. They may retain receptive (understanding) skills in the language but they will use the majority language in speaking with their peers and siblings and in responding to their parents. By the time children become adolescents, the linguistic gap between parents and children has become an emotional chasm. Pupils frequently become alienated from the cultures of both from home and school with predictable results.

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APPENDICES

Short Autobiography