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# THE ESSENTIALS OF TEACHING ENGLISH TO YOUNG LEARNERS

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**Editor**

Süleyman KASAP



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## PREFACE

Education is always changing, and teaching English to young learners is one of the most exciting and important areas. As our world becomes more connected, speaking English becomes a key skill, offering opportunities for cultural exchange, education, and future jobs. This book, *Teaching English to Young Learners*, gathers a wide range of insights and methods to enhance the learning experiences of young English language students.

The journey begins with **Süleyman KASAP's** exploration of the linguistic potential of young learners. This foundational chapter delves into the unique capabilities and developmental stages of children, setting the stage for effective language instruction.

**Ercan ÖPENGİN** then addresses the nuances of teaching English as a second language to gifted students, offering strategies tailored to meet the advanced cognitive and linguistic needs of these exceptional learners. This is followed by Mehmet Veysi BABAYİĞİT's engaging examination of developing vocabulary and grammar through drama-based activities and games, highlighting the role of creativity and play in language acquisition.

**Fırat ÜNSAL** contributes a comprehensive overview of the pedagogy of teaching language to young learners, providing a theoretical framework and practical approaches that educators can apply in their classrooms. The importance of addressing emotional well-being in language learning is underscored by **Metin TAYTAŞ**, who investigates the effect of positive psychology-based character strengths on foreign language anxiety in children.

The power of music in language education is captured by **Mehmet Veysi BABAYİĞİT's** chapter on using music and songs to develop listening and speaking skills. This is complemented by **Barış GÖRÜNÜŞ's** insights into integrating game-based learning for effective EFL instruction, emphasizing the benefits of gamifying the learning process to maintain engagement and motivation.

**Nizamettin KOÇ** explores the cultural context of teaching language to young learners, emphasizing the significance of cultural sensitivity and relevance in language instruction. **Murat ÇELİK** discusses nurturing reading and writing skills, providing strategies to develop these critical literacy skills from an early age.

The potential of technology in modern education is captured in the chapters on Web 2.0 tools for young learners by **Büşra DAĞDEMİR** and **H. Kübra ER**, and on engaging young learners through technology and multimedia by **Aytaç TÜRK BEN**. These chapters explore innovative digital tools and resources that can enhance the learning experience and make language acquisition more interactive and fun.

**M. Sena ATAŞ** and **Haydar ÖZDEMİR** discusses approaches to foreign language instruction for young learners in school settings, presenting effective methodologies for formal educational environments. The use of short stories as a tool for enhancing language learning is expertly covered by **Serdar TAKVA**, who demonstrates how narratives can captivate and educate simultaneously.

**Özgül GÜLTEKİN TALAYHAN**'s chapter on bridging the language gap through strategies for teaching English in multilingual classrooms addresses the unique challenges and opportunities of multilingual education, while **Haydar ÖZDEMİR** and **M. Sena ATAŞ** examines multilingualism and its teaching, focusing on the interplay between language learning and mother tongue maintenance.

**Bilal KARACA**'s contribution on teaching English through authentic materials emphasizes the importance of real-world resources in creating meaningful learning experiences. Finally, **Yücel YILDIZ** and **Gülcan YILDIZ** present total physical response strategies, offering a kinesthetic approach to language learning that leverages physical movement to reinforce linguistic concepts.

The book concludes with **Turan PALABIYIK**'s chapter on developing listening and speaking skills, rounding out the comprehensive toolkit of strategies and insights provided in this volume.

Teaching English to Young Learners is an essential resource for educators, administrators, and researchers dedicated to the field of language education. Each chapter offers a unique perspective and practical guidance, contributing to a holistic understanding of how to effectively teach English to young learners. As we continue to innovate and adapt in our educational practices, this book serves as a valuable guide and inspiration for fostering linguistic and cultural competence in the next generation.

*Editor*

*Süleyman KASAP*

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## EXPLORING THE LINGUISTIC POTENTIAL OF YOUNG LEARNER

*Süleyman KASAP<sup>1</sup>*

### INTRODUCTION

Teaching English to very young learners is both a rewarding and challenging endeavor. As educators, we hold the key to unlocking the potential of young minds, guiding them on a journey of language discovery and growth. In this chapter, we embark on a comprehensive exploration of the foundational principles, strategies, and techniques essential for effectively teaching English to children in kindergarten and early primary grades. At the heart of our approach lies a deep understanding of the language learning process, encompassing both language acquisition and language learning. We recognize that children possess a remarkable capacity for language acquisition, effortlessly absorbing linguistic patterns and structures from their environment. Simultaneously, we acknowledge the role of explicit language learning strategies in facilitating language development, providing scaffolding and support to optimize learning outcomes.

Central to our teaching philosophy is the recognition that young children learn best through active engagement and meaningful interaction. As facilitators of learning, we embrace our role as observers and collaborators, creating a positive and stimulating learning environment where children feel empowered to explore and experiment with language. Through continuous exposure to English in authentic contexts, we cultivate an environment where language learning becomes a natural and enjoyable experience (Babayiğit, 2020 ; Babayiğit, 2023; Cizrelioğulları & Babayiğit, 2021). Key principles guide our approach to teaching English to young learners. We prioritize practical, meaningful, and purposeful learning opportunities, ensuring that every activity contributes to

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Cameron's assertion that children actively construct meaning underscores the need for educators to scaffold learning experiences that resonate with children's interests, experiences, and cognitive capacities. By fostering a child-centric learning environment characterized by exploration, play, and inquiry, educators can ignite children's intrinsic motivation and curiosity, thereby enhancing language acquisition outcomes. Additionally, the study delves into the critical role of parental involvement and support in children's language development. It underscores the need for parents to provide linguistic input, model language use, and create conducive learning environments at home. Furthermore, the study underscores the importance of leveraging diverse teaching methodologies, such as storytelling, drama, music, and games, to cater to the varied learning styles and preferences of young learners (Ataş, 2023).

In conclusion, this study illuminates the complex interplay of factors that shape language acquisition in children, ranging from cognitive development and social interaction to cultural influences and pedagogical approaches. By adopting a comprehensive understanding of these factors, educators and parents can collaborate synergistically to nurture language learning in young learners effectively. Through a dynamic interplay of theory and practice, informed by empirical research and pedagogical insights, we can pave the way for children to become proficient and confident communicators in an increasingly diverse and interconnected world.

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## TEACHING ENGLISH AS A SECOND LANGUAGE TO GIFTED STUDENTS

*Ercan ÖPENGİN<sup>1</sup>*

Learning English as a foreign language has become increasingly essential in today's globalized world, not merely as a means of communication but as a fundamental skill for success and opportunities. Nevertheless, the effectiveness of this learning journey can vary among individuals. Gifted learners have unique requirements and capabilities when it comes to language acquisition. Their rapid learning abilities, profound analytical skills, and innovative perspectives demand a different instructional approach from conventional methods. This introduction aims to underscore the significance of English instruction tailored to gifted learners and elucidate the importance of strategies designed to meet their specific needs. Accordingly, effective English instruction for gifted learners can assist them in fully realizing their potential and assuming leadership roles in global contexts. In this section, gifted individuals and educational strategies tailored to them will be discussed, followed by the core principles and practical strategies of English instruction customized for gifted learners, ensuring optimal development of their language proficiency.

### **GIFTED STUDENTS**

'Gifted' or 'talented' terms are used as synonyms to refer to the individuals who have higher cognitive abilities and performances when compared to the individuals in their age (Chan, 2015). To comprehend giftedness means grasping a highly intricate, occasionally contentious notion of neurodivergence among individuals. In the 1800s, the early conceptualizations of intelligence and theories regarding potential began to emerge, with Sir Francis Galton being among the first researchers to delve into human intelligence and intelligence testing.

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## DEVELOPING VOCABULARY AND GRAMMAR THROUGH DRAMA-BASED ACTIVITIES AND GAMES

Mehmet Veysi BABAYİĞİT<sup>1</sup>

### INTRODUCTION

While the exact beginnings of humanity remain shrouded in uncertainty, one undeniable truth shines through: our reliance on language for communication. Throughout history, language has been the cornerstone of interaction, enabling us to bridge the gap between minds and share complex ideas. It also holds a crucial milestone in terms of transferring humanistic values; thus, it has been entailed to be integrated in our lives since we were born to the world.

There are many terms and definitions for the usage and functional impacts on the role of employing a certain language in a society; to start with, the main function of language is to act as a significant tool to initiate and continue communication among human beings (Babayigit, 2021; Çelik, 2022; Talayhan, 2022). Onan (2005) defines language as a systematic human ability consisting of sound, meaning and forms. It is also thought that language is a string of signs consisting of concepts (Saussure, 2001). Another definition of language assert by Aksan (2007) is as the followings “*Language is a multifaceted and highly developed system that enables the transfer of thoughts, feelings and desires to others by utilising elements and rules that are common in terms of sound and meaning in a society*”, and this definition indicates the functional role of language being as a gadget for transference. Sanusi (2001) also pinpoints the communicative and transferring role of language as the following; “*language is used for phatic communication, that is, as a special regulator; for ceremonial purposes; as an instrument of action; to keep records; to convey orders and information; to influence people; to enable self-expression; and to embody and enable thought.*” Thus oral interactive manners are conducted with the mediating role of language.

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- **Improvisation Prompts:** This is a very fruitful grammar activity; the teacher provides prompts that require students to use a specific grammar point in their responses. For example, “you are very hungry and have nothing to eat, you need help! Use the simple present continuous tense to mention your current status for help.” Students then improvise short scenes based on these prompts, putting the target grammar into action in a natural and engaging way.

## CONCLUSION

Throughout the history of foreign language learning, the pursuit of effective language teaching methodologies has focused on utilizing the best resources and activities to foster authentic communication for all levels in the target language (Babayiğit & Çelik, 2023; Çelik & Babayiğit, 2023; Kasap, Demir & Ünsal, 2022; Ünsal & Hastunç, 2021; Ünsal & Kasap, 2023). Among the levels of language learners, young learners have a great capacity for learning a certain foreign language that is why they should be supported with the best methodologies so that they can come up with successful and permanent language learning. Students embodied with Drama tasks and activities are tend to yield more successful results in learning English since The implementation of drama activities provided students with a variety of stimulating and memorable learning experiences, which demonstrably enhanced their learning outcomes (Takva&Karaca, 2022 ; Takva, 2022). Besides, teachers employ grammar to boost four skills of learners and they general maximize learning through drama activities by focusing on a few grammar points at a time and integrating more enjoyable and physically active tasks. They mostly start with simpler concepts and gradually increase the difficulty as students gain confidence. While acting drama tasks, they attempt to prioritize clear communication over flawless acting since the goal is for students to use the language skills naturally, and most significantly to keep it fun. Drama thrives on engagement and creativity, so teachers let students explore, experiment, and express themselves freely.

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THE PEDAGOGY OF TEACHING LANGAUGE TO THE  
YOUNG LEARNERS*Firat ÜNSAL<sup>1</sup>*

In the contemporary epoch of global interconnectedness, the imperative of traversing linguistic boundaries is increasingly acknowledged as an indispensable skill. Within this complex tapestry, juveniles emerge as an exceptionally responsive demographic, manifesting extraordinary acumen and malleability in the domain of linguistic acquisition. The seminal contributions of Piaget (1954) and Vygotsky (1978) underscore the nontrivial nature of this developmental juncture, accentuating the salience of cognitive receptivity and social interplay as cardinal constituents in the intricate process of linguistic acquisition.

The pedagogical architecture enveloping language instruction for neophyte learners constitutes a nuanced and intricate paradigm that transcends the rudiments of mere vocabulary and grammar elucidation. Anchored in seminal theories of language acquisition, such as Krashen's Input Hypothesis (1985) and the venerable Critical Period Hypothesis (Lenneberg, 1967), this pedagogy promulgates a dynamic, interactive methodology that scrupulously respects the innate curiosity and idiosyncratic learning proclivities endemic to juveniles.

Beyond the stratum of mere linguistic tool acquisition, the trajectory of language learning in early progeny assumes a role of paramount significance in shaping cognitive development and nurturing cultural acumen (García& Wei, 2014). It operates as a conduit for apprehending diverse perspectives, fostering empathy, and cultivating a panoramic multicultural awareness (Byram, 1997).

Educators entrusted with shepherding fledgling learners through this labyrinthine linguistic odyssey deploy innovative pedagogical techniques deeply entrenched in the bedrock of educational psychology and the venerable annals of language acquisition research. By leveraging play-based erudition (Lindfors,

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## INVESTIGATING THE EFFECT OF POSITIVE PSYCHOLOGY BASED CHARACTER STRENGTHS ON FOREIGN LANGUAGE ANXIETY IN CHILDREN

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### INTRODUCTION

In the 21st century, a time of dizzying change and innovation, where a single foreign language is no longer sufficient, keeping up with the digital age, not falling behind the times, and knowing more than one foreign language are becoming indispensable criteria. As a matter of fact, Köksal (2000) states that it is essential to know a foreign language at a very good level in order to keep up with the changing paradigms in a world that is globalizing online and inevitably turning into an electronic village. In the literature, it is known that the individual differences of students are extremely important in the process of foreign language learning, that each individual's learning style is different from the other and that individuals' learning styles are unique to them (Batumlu, 2006; Boydak, 2008). However, it is stated that individuals should have various qualities in order to adapt to this process (Aydemir, 2007) and that the individual differences of individuals learning a foreign language are important in the language learning process (Aydın & Zengin, 2008). On the other hand, students are not taught a permanent language due to problems arising from the system, educational programs and individual differences (Bağçeci, 2004). Similarly, individual characteristics such as interest, ability, intelligence, attitude and motivation are affective factors that affect the learning process (Yeşilyaprak, 2011). These factors can have positive or negative effects on the individual's learning directly or indirectly.

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freedom to choose the content, methods and outcomes of learning. Therefore, considering their life satisfaction, positive emotions, positive relationships, academic motivation and proficiency perception levels, we can say that character strengths play a very important role in determining students' motivation to learn a foreign language.

In conclusion, considering the importance of positive psychology-based character strengths interventions in education, it is seen in the research findings that positive psychology-based character strengths interventions have a positive effect on foreign language learning and teaching. Therefore, we can say that adapting positive psychology-based virtues within the framework of character strengths and giving them to students in classrooms will positively affect foreign language learning processes, proficiency perception levels and increase students' motivation to learn foreign languages.

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## USING MUSIC AND SONGS TO DEVELOP LISTENING AND SPEAKING SKILLS IN YOUNG ENGLISH LANGUAGE LEARNERS

Mehmet Veysi BABAYİĞİT<sup>1</sup>

### INTRODUCTION

Tough the origins of a certain language remain unclear due to variations in human development, one thing is certain that language has always held the cornerstone of human interaction that is why throughout history, it has served as our primary tool for communication, and it undeniably fosters interaction for anyone employing language as a tool to share ideas and concepts with each other.

It has been asserted that thousands of languages, estimated around 6,000 (Talayhan, 2023), have enabled interaction across cultures. Notably, the core function of language - facilitating clear communication - has remained constant. In other words, Language goes beyond just communication and shapes human behaviour and activities, acting as a ‘cultural box’ that transmits specific cultural understandings (Welch & Wlech, 2008) as it acts as a facilitator in passing down values, traditions, and other cultural aspects (Henderson, 2005) and embodies cultural values (Babayiğit, 2022). This makes language incredibly powerful in shaping human interaction (Hambrick et al., 1998). Regarding the current reviews about the roles and functions of language for human beings, there have been many asserted definitions about language; firstly, it is generally claimed by many linguistics that language acts as a main vehicle to boost communication to conduct various tasks in life (Adejimola, 2009; Çelik, 2022; Kasap, 2018; Kasap, 2019; Kasap, 2020, Özbay, 2008; Özdemir, 2021; 2021 Özdemir & Çiftçi, 2021; Özdemir, 2021), and Sanusi (2001) states; “*language is used for phatic communi-*

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dynamic and engaging learning environment which incorporates active participation, builds confidence, and reinforces vocabulary and grammar structures in a meaningful way.

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## INTEGRATING GAME-BASED LEARNING FOR EFFECTIVE EFL INSTRUCTION WITH YOUNG LEARNERS: GAMIFYING LANGUAGE LEARNING

*Barış GÖRÜNÜŞ<sup>1</sup>*

In the vibrant world of young learners, where curiosity reigns and imagination runs wild, games offer a potent tool for unlocking language acquisition (Palmer & Rodgers, 1983). This chapter delves into the transformative power of games in English as a Foreign Language (EFL) classrooms, exploring how playful engagement can ignite motivation, solidify understanding, and cultivate lifelong language skills of young learners.

### UNVEILING THE MAGIC OF GAMES: UNLOCKING JOYFUL LANGUAGE LEARNING IN YOUNG LEARNERS

For young learners brimming with imagination and curiosity, games offer more than just fun. They become magical keys, unlocking a treasure chest of language learning through playful exploration. Research paints a compelling picture, showcasing the impact of game-based learning on enhancing vocabulary acquisition, boosting grammar understanding, and fostering fluency and confidence in speaking (Brown, 2007). But what makes games so effective in unlocking language learning for young minds?

Drawing upon Piaget's cognitive development theory, we discover the inherent link between play and learning (Piaget, 1970). Through playful exploration and experimentation, children actively construct their understanding of the world and language. Games, then, become a natural platform, engaging their inherent curiosity and facilitating language acquisition in a way that feels more like an adventure than a chore. Vygotsky's sociocultural theory further empha-

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- **Collaboration and Sharing:** Connect with other educators through online communities and conferences to share best practices, resources, and innovative game-based learning ideas.

Through ongoing efforts to integrate playful elements into your teaching, a language-learning adventure that is both enjoyable and enriching can be guaranteed for your young learners. This, in turn, will pave the way for their sustained success in their linguistic journey.

## Study Questions

1. After reading this chapter, what specific game-based activities would you be most excited to try in your EFL classroom with young learners? Explain your reasoning and anticipated learning outcomes.
2. The chapter mentions balancing screen time with offline activities. In your experience, how can you effectively integrate technology-based games into game-based learning without exceeding healthy screen time limits? Share your best practices or creative solutions.
3. Beyond the specific games discussed, what other types of games or game-like activities can you imagine adapting for EFL learning in young learners? How would you modify them to fit the specific language skills you want to target?
4. The chapter emphasizes the importance of catering to diverse learning styles. Share an example of how you have adapted a game or activity to meet the needs of a specific learner or group of learners with different learning styles.
5. Do you think there are any potential challenges or limitations to using games in EFL classrooms for young learners? If so, how can these challenges be addressed or mitigated to ensure a successful and enjoyable learning experience?

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- Additional Recommended Resources:
- The TEFL Games Group: <https://m.youtube.com/watch?v=xfkuYiPzCcU>
  - Games for English Language Learners: <https://esl-games.com/games/>

TEACHING LANGUAGE TO YOUNG LEARNERS  
IN A CULTURAL CONTEXT*Nizamettin KOÇ<sup>1</sup>***LANGUAGE AND CULTURE**

The ability to communicate with others is known as language, and that's what makes us as social beings that can interact, learn and progress. Any form of communication that is mostly conveyed orally through hand signals, facial expressions, gestures, or body movements is considered language. The most crucial aspect of communication is speech which set apart us from other beings. Language grows at the same rate as a child's physical development. When a child opens their eyes to the outside world, it begins. A child mimics the language after first thing he/she hears. The first words children hear are from their parents and as a result children's language development has always been greatly influenced by parents and other caregivers. Then the environment children grow in affects their language learning in a good or bad way. All together, they play a crucial role in enhancing a child's capacity for language development (Indrayani, 2016).

The process of learning a language entail developing the communicative skills necessary to communicate in that language. Put another way, developing communicative competence entails learning the language's communicative skills, such as speaking and writing, as well as receptive abilities like listening and reading, as well as an awareness of the target language's culture and lifestyle (Aktaş, 2005).

People's ability to develop and use a common language is what allows cultures to exist in human societies. For instance, a person's cultural representation can be seen in the language they use in a given context. Human personalities are formed by culture's influence on the mind, which also shapes behavior in ac-

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## CONCLUSION

As a crucial and essential component of human civilization, culture deals with how people communicate linguistically in a range of contexts. Numerous studies offer insightful information about how teachers can include intercultural elements into the language learning process. English is widely recognized as a means or medium of intercultural communication, so learning it as a foreign language (EFL) requires the integration of cognitive, affective, and behavioral patterns in order to achieve maximum effectiveness in intercultural communicative competence. For this reason, English Language Teaching (ELT) programs must incorporate all aspects of culture and cultural context (Ali and Mahar, 2015).

Language instructors need to keep in mind that individuals from various cultural backgrounds learn things in different ways. Teachers need to be aware that students will perceive books and handouts differently based on their cultural background when they are introduced to language learning materials. It is actually important to contrast as well as compare the ways that language usage varies among cultures. By visualizing and comprehending the distinctions between the two, the student will be able to accurately determine when to employ linguistic idiosyncrasies. Cultural parallels and similarities can also be effective teaching tools when a teacher incorporates them into their lesson plans. This is in addition to the similarities and differences between the target and native languages (Hui, 2005).

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## NURTURING READING AND WRITING SKILLS IN YOUNG LEARNERS

Murat ÇELİK<sup>1</sup>

### DEFINING READING

Reading is one of the five skills in English: reading, writing, listening, speaking interaction, and speaking production. Reading involves responding to a text rather than producing it since reading is a receptive skill like listening. Reading requires making a text sense. To achieve this, learners/students/people need to comprehend the language of the text at word level, sentence level and the whole text level. Learners/students/people also need to connect the message of the text to our knowledge of the world (Spratt, Pulverness & Williams, 2008).

### KEY CONCEPTS IN READING

**Coherence:** Coherence is all the ties that constitute a meaningful interpretation of a text. Moreover, Yule (2006, p.126) adds that coherence is “everything fitting together well.”

**Cohesion:** Cohesion means the connections or the ties which exist within a text and provide the semantic unity required in the structure of that text (Jabur, 2023 & Yule, 2010). Several types of cohesive ties can be identified in the following paragraph.

*John Ernst Steinbeck was an American author. He wrote down some precious books such as “The Grapes of Wrath, East of Eden, and The Pearl. He won the 1962 Nobel Prize in Literature “for his realistic and imaginative writings. Besides, he is*

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Student Answer:.....

Q6)The author of this text.....(EVALUATION)

Student Justification:.....

Q7)I felt.....when I learned that.....REFLECTION)

Student Justification:.....

### Writing Tasks Following Reading

*Teacher Talk: Choose a task below. Prepare the task on Canva and present it in class.*

- I. *Prepare a PSA (Public Service Announcement) in which you want to educate/inform people about excessive plastic use.*
- II. *Prepare a project on which you want to indicate the significance of 3Rs about plastic use for a sustainable world.*
- III. *Prepare a press campaign through which you want to criticise the habits of people on plastic use and propose some recommendations.*

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## WEB 2.0 TOOLS FOR YOUNG LEARNERS

*Büşra DAĞDEMİR<sup>1</sup>**H. Kübra ER<sup>2</sup>***INTRODUCTION**

The goal of this chapter is to introduce web 2.0 tools specifically designed for young learners. It is widely recognized that young learners possess distinct characteristics in comparison to adults. This has an impact on the evaluation process and the formulation of the tasks. This chapter will present a selection of valuable web 2.0 tools for teaching and assessing young learners.

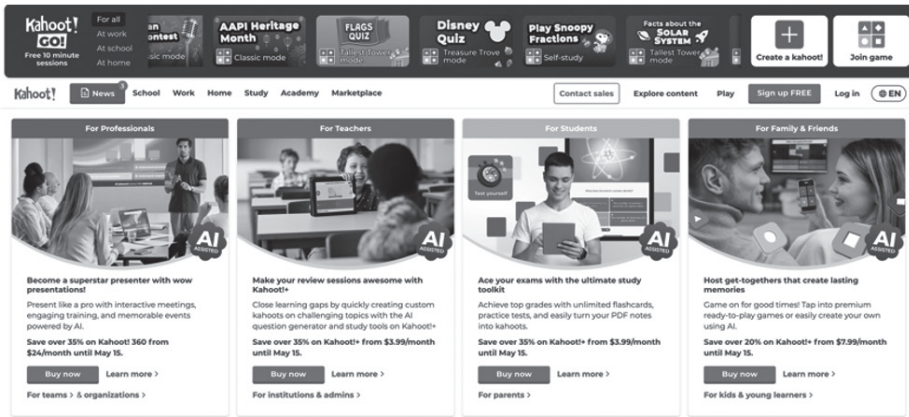
**USING INTERACTIVE TECHNOLOGY TO ENGAGE YOUNG LEARNERS**

E-learning is a contemporary educational method that utilizes digital technology to facilitate the growth of emergent literacy skills in young children (Jack & Higgins, 2019). Online learning overcomes the limitations of time and space, enabling learners to participate in courses from any location, as long as they have the necessary equipment. Before 2011, the predominant practice was to teach young children to assume a correct sitting posture in front of a desktop computer and manipulate a mouse in order to engage with educational software. Nevertheless, initial engagements with desktop computers via educational software, games, and e-books had a beneficial impact on their linguistic progress. Modern mobile devices, such as touch screen tablets and smart phones, offer a straightforward and user-friendly tactile interface with finger-based operating

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<https://toonclip.com/>

## Kahoot!

Kahoot! is an educational platform that utilizes games to facilitate learning. It simplifies the process of creating, sharing, and playing educational games or quizzes in a short amount of time. Experience an abundance of enjoyment in educational settings, workspaces, and residential areas! <https://kahoot.com/>

## Edpuzzle

Edpuzzle is an internet-based platform that allows users to modify online videos and incorporate interactive elements to address specific educational goals. <https://edpuzzle.com>

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ENGAGING YOUNG LEARNERS THROUGH  
TECHNOLOGY AND MULTIMEDIA*Aytaç TÜRK BEN<sup>1</sup>***OVERVIEW OF 21ST CENTURY SKILLS**

Educators who began or completed their education in the 20th century found themselves in an educational and training environment where individuals were eager for the many technological innovations that emerged in the 21st century. Throughout human history, technological advancements have developed and spread over a long period of time. It is widely acknowledged that the process of inventing, innovating, and diffusing new ideas is time-consuming. However, in the 21st century, this process has accelerated significantly, with new inventions being presented almost daily for the benefit of humanity. Due to recent technological advancements, inventing new products has become easier than ever before. Additionally, it is highly likely that new versions of existing products will be released in a short period of time. It is now a common occurrence for these products to be widely adopted and used globally.

All of these developments have been grouped under the heading of ‘21st century skills’, which the new generation, responsible for shaping our future, is expected to possess. Generally, 21st century skills can be categorised under three headings, as outlined in the ‘Research on 21st Century Skills and Values’ report prepared by the Presidency of the Board of Education and Discipline. The report ‘Skills and Values for the 21st Century’ was prepared by the Presidency of the Board of Education and Discipline. It outlines three categories of skills: (1) Learning and Innovation Skills, (2) Life and Occupational Skills, and (3) Information, Media and Technology Skills (Presidency of the Board of Education and

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tasks such as speaking exercises, watching films with native speakers, and monitoring their progress. To teach vocabulary effectively, it is recommended to use images. The durability of the information is positively affected by how it is applied.

## BUSUU

Busuu is a social network designed for language learning, with over 100 million users worldwide. The app offers 12 different language courses, including Turkish, divided into four distinct levels: A1, A2, B1, and B2, each containing 25-30 lessons. These topics are divided into separate sections such as courses, meals, travel, and business meetings. Tasks involve writing, speaking, and practice. The application allows users to communicate with each other and correct mistakes.

The field of education has numerous prospects due to modern technologies. When organizing, implementing, and developing these opportunities, it is important to consider the interests and requirements of the target group. It is worth noting that many technologies that have been cultivated for ages or even millennia have been developed in the past fifty years, thanks to the technical advancements of the 21st century. Young pupils have a natural curiosity and boundless imagination. It is important to fully utilize the opportunities presented by their age, especially in regards to language learning and teaching. It is important to remember that in the future, academics will document technical advancements discovered or created by the individuals we have nurtured. This will leave a historical record similar to our own.

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APPROACHES TO FOREIGN LANGUAGE INSTRUCTION  
FOR YOUNG LEARNERS IN SCHOOL SETTINGS

Mehmet Sena ATAŞ<sup>1</sup>  
Haydar ÖZDEMİR<sup>2</sup>

*Language is the mirror of the human mind and the unit of social culture.*

In today's rapidly developing modern world, individuals are interested in education, migration, economic, personal development, etc. For various reasons, they feel the need to learn a foreign language other than their mother tongue (Babayiğit & Çelik, 2023 ; Balcı & Babayiğit, 2023). It has become inevitable to know a foreign language in order to keep up with and catch up with the changes in the rapidly developing world due to technological developments. In order to keep up with the modern changes taking place in the world, countries are making policies and plans for their citizens. A significant share of these investments is also given to education. There is a parallel relationship between a country's development level and education level.

Language education has an important place among the training provided. Language is the sounds and symbols that people use to communicate and communicate with each other at an unknown time. According to Aksan (2000), language is a mysterious entity that suddenly appears before our eyes, has changing qualities when examined from different angles, and some of its secrets we still cannot solve. This is seen as a phenomenon that can be associated with and brings together societies as well as people and all fields that cannot be considered separately from them, such as science, art and technology (Babayiğit, 2020 ; Babayiğit, 2021). Since language is a complex and mysterious phenomenon, it has been and continues to be the subject of many studies. In order to understand

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Method that teaching grammar rules is given by compressing them into structures and thus keeping them in the background. Since grammar rules are necessary to use the language better, it would be beneficial to give more importance to them in language teaching (Memiş & Erdem 2013).

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## ENHANCING LANGUAGE LEARNING FOR YOUNG LEARNERS THROUGH SHORT STORIES

*Serdar TAKVA*<sup>1</sup>

### INTRODUCTION

Teaching English to learners with different levels and cultural backgrounds requires integrating innovative and promising methods which are likely to help them improve the skills necessary to communicate in the target language. One of these strategies is unquestionably using literature accepted as authentic material, including the linguistic and cultural aspects of the language learnt. Although considered boring, time-consuming and hard to understand, literature provides learners with great opportunities to experience the language authentically, and fosters internalisation through active participation thus, leads to social and cultural awareness.

Short stories as one of the sub-genres of literature are effective materials to introduce the target language to learners through brief expression. They contain linguistic features of the target language and give insights into human nature, interpersonal relations and mutual interaction between nature and human beings (Kasap,2020 ; Kasap, 2023). Short stories owing to their length and rich contents, foster language acquisition by enabling the learners to practice the language as active participants rather than passive listeners. As the motivation is to promote interaction in language classes, short-written stories initiate communication and maintain group work and individual performance. If carefully chosen, short stories are likely to pave the way for extensive reading since long works such as novels and poetry may discourage learners because of their unique use of structures and vocabulary. The learners may find short stories readable and they will have a

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the use of stories, it can be claimed that this literary genre contributes to the competencies of students with different levels and interests. Short stories are entertaining and enjoyable to be used in EFL classes and instructors can turn the courses into a stage where learners try to perform the core of the story. Finally, it should be kept in mind that short stories must be simplified if they are too over the learners' levels and teachers should benefit from colorful materials to appeal to the interests of learners since young learners are easily attracted by illustrations.

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## BRIDGING THE LANGUAGE GAP: STRATEGIES FOR TEACHING ENGLISH TO YOUNG LEARNERS IN MULTILINGUAL CLASSROOMS

Özgül GÜLTEKİN TALAYHAN <sup>1</sup>

The bygone era of homogeneous classrooms, reflecting a singular culture and language, has yielded to the transformative forces of globalization within the realm of education. This paradigm shift has metamorphosed educational settings into dynamic hubs of diversity, where students hailing from diverse corners of the globe converge, fostering an environment conducive to shared learning and the exchange of unique experiences. This intricate tapestry of languages and cultures simultaneously bequeaths exhilarating prospects and formidable challenges for educators, especially those specializing in the domain of English Language Teaching (ELT), which encompasses both English as a Second Language (ESL) and English as a Foreign Language (EFL).

The conventional, pedagogically rigid “one-size-fits-all” approach succumbs to obsolescence in the face of multilingual learning environments. The exigencies of effective teaching now dictate the adoption of a nuanced and adaptable pedagogical strategy. This chapter undertakes an exploration of the intricacies involved in navigating these diverse learning spaces. It delineates the challenges educators encounter, ranging from addressing varying levels of English proficiency to bridging cultural divides. However, within the labyrinth of these challenges, abundant opportunities abound. Multilingual classrooms serve as crucibles for cultivating a dynamic milieu wherein students not only acquire a new language but also cultivate indispensable 21st-century skills such as critical thinking, problem-solving, and intercultural understanding (Cebi & Babayiğit, 2021;Çelik & Babayiğit, 2023).

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teaching English in multilingual classrooms and develop effective strategies to support the diverse needs of learners in these settings. This will ultimately contribute to the creation of more inclusive and equitable educational experiences for all students.

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## MULTILINGUALISM AND ITS TEACHING & LANGUAGE AND MOTHER TONGUE

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*Language is a chain of all kinds of sounds and signs that reveal the depths of  
the human mind.*

### LANGUAGE, MOTHER TONGUE AND MULTILINGUALISM

Humans have shown the tendency to live together throughout the known historical process. Human beings have formed small communities by fusing with other individuals in order to make sense of and facilitate life (Güvenç, 1995). Language is one of the main achievements of living together. It can be said that the existence of language is equivalent to the existence of human beings (Uygur, 1962). Chomsky (1965) claims that the language ability belonging to human beings is given to them from birth. According to him, the mind structure of human beings has a mechanism that enables them to acquire language from birth. This mechanism, which he calls the language acquisition device, enables a newborn baby to acquire language in a long period of time despite being exposed to a limited number of language inputs from its parents and environment; in other words, it enables it to produce an unlimited amount of production with a limited number of inputs. While Saussure (1985) defines language as “a mechanism composed of signs and signs”, Adalı (1982) defines it as “the means of expression of human communities”. Language has been the most important tool that keeps people together, ensures their socialisation and is used by the individual

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# TEACHING ENGLISH TO YOUNG LEARNERS THROUGH AUTHENTIC MATERIALS

*Bilal KARACA*<sup>1</sup>

## INTRODUCTION

### Importance of Early Language Learning

The significance of early language learning, particularly in the context of acquiring a foreign language, cannot be overstated in today's globalized society. Research consistently demonstrates that young children possess a remarkable capacity to learn new languages with relative ease compared to older learners (Snow & Hoefnagel-Höhle, 1978). This ability is largely due to the heightened plasticity of their developing brains, which facilitates more efficient language acquisition and processing (Bialystok, 2016). Introducing foreign language education at an early age not only promotes linguistic proficiency but also yields numerous cognitive, social, and academic benefits.

One of the primary advantages of learning a foreign language at a young age is the enhancement of cognitive development. Studies have shown that bilingual children exhibit superior problem-solving skills, creativity, and multitasking abilities (Gunnerud et al., 2020). The cognitive flexibility required to switch between languages strengthens executive functions and fosters mental agility (Adesope et al., 2010). Additionally, early foreign language learning is linked to improved memory retention and attention control, skills that are applicable to other areas of learning and everyday life (Blom et al., 2014).

Beyond cognitive benefits, early exposure to a foreign language fosters cultural awareness and empathy. Children who learn a foreign language often gain

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## CONCLUSION

The use of authentic materials in young learners' language education is of paramount importance. These materials provide learners with meaningful and practical language experiences that traditional textbooks often lack. By exposing students to real-world language use, authentic materials help them develop essential communication skills, cultural awareness, and a deeper understanding of the language in context.

Furthermore, authentic materials foster engagement and motivation, making language learning more enjoyable and relevant. They support cognitive development by challenging learners to think critically and creatively, and they enhance social skills through interactive and collaborative activities. In a globalized world where cross-cultural communication is increasingly vital, the ability to understand and use a foreign language authentically is an invaluable asset.

In conclusion, integrating authentic materials into the ELT curriculum for young learners not only enriches the educational experience but also equips students with the skills and knowledge needed for real-world success. Educators are encouraged to embrace these materials, leveraging available resources and community support to create a dynamic and effective language learning environment. Through thoughtful planning and innovative practices, authentic materials can significantly contribute to the holistic development and future preparedness of young language learners.

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TOTAL PHYSICAL RESPONSE STRATEGIES FOR  
YOUNG LANGUAGE LEARNERS

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**INTRODUCTION**

Total Physical Response or TPR is a language teaching method based on the idea that language is learned better when accompanied with physical movements. Most learners, particularly young ones, have a short attention span and can't keep their focus on the learning process for a long time. They lose their attachment to the class before long. TPR works well here because it enables learners to respond physically. TPR makes use of rhythm and physical movements to lower stress level and anxiety. Additionally, TPR is a method which takes advantage from first language acquisition. When someone is exposed to first language, they do not respond verbally first; rather, they initially benefit from physical movement then they combine physical movements with verbal communication which is the point of origin for TPR. So, a kind of acquiring process takes place instead of memorizing concrete chunks and vocabularies. As well as being used with adults, TPR especially addresses young learners whose needs and characteristics are relatively different.

TPR is a language teaching method designed by James Asher based on his observations. Combination of bodily movements and oral language attracts the attention on the first stage. The instructor gives the instructions accompanied his/her bodily movements and the learners respond with the help of their bodily-kinesthetic movements, which lowers stress level and enhances motivation and desire to learn. Given that TPR based upon the way children learn their

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## DEVELOPING LISTENING AND SPEAKING SKILLS IN YOUNG LEARNERS

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### INTRODUCTION

The contemporary landscape of foreign language learning reflects a significant shift in focus, driven by evolving technological, cultural, social, and educational goals (Ahundjanova, 2022). This shift prioritizes the acquisition and development of listening and speaking skills. Research suggests a reciprocal relationship between these skills. Comprehension, established through listening, serves as a foundation for effective verbal communication (Gültekin-Talayhan & Babayığit, 2023). Conversely, clear and accurate speaking facilitates successful listening by promoting mutual understanding. Consequently, outlining activities, exercises, and strategies that target the development of both listening and speaking skills becomes a pedagogical imperative.

For learners, particularly younger ones, establishing rapport and effectively communicating are crucial for acquiring listening and speaking skills (Nikolov & Timpe-Laughlin, 2021). This is especially true in the context of foreign language learning. Educators must recognize the inherent characteristics of this age group, such as their high energy level and active nature. By capitalizing on these traits, educators can leverage game-based and interactive activities to promote language acquisition.

In conclusion, fostering a strong foundation in listening and speaking skills necessitates active and enthusiastic participation from learners. To achieve this, educators must employ a multi-sensory approach, stimulating auditory, visual, tactile, and kinesthetic modalities to cater to the specific learning styles of this age group.

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- Action should be taken in a way that alleviates concerns and fears.

## CONCLUSION

In this chapter, we have explored the significance of listening and speaking skills in language education. We have emphasized the importance of creating engaging and interactive activities that cater to the unique characteristics of young learners. We have also provided an overview of various activities and strategies that can be employed to foster the development of listening and speaking skills.

By implementing the suggestions outlined in this chapter, educators can effectively promote language acquisition and enhance communication abilities in their students. By fostering a positive and supportive learning environment, providing ample opportunities for practice, and utilizing a variety of engaging activities, educators can equip students with the necessary skills to become proficient and confident communicators in the target language.

It is important to note that language learning is a continuous process that requires ongoing effort and dedication. By providing students with the tools and resources they need to succeed, educators can empower them to embark on a lifelong journey of language exploration and discovery.

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