

TEACHING ENGLISH TO CHILDREN, A THRILLING CHALLENGE

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Abstract

Throughout centuries, the process of teaching has resulted to be one of the most challenging activities one can initiate to take. Especially with the technological advancements, our perception of an effective teaching process has relatively varied. For instance, many methods, considered highly effective in previous years, have somehow lost their importance with the proceeding of time, and without being aware enough, they have been quickly substituted with innovative ones. However, this challenge becomes much harder when the target group we are expected to teach is children of a very young age, for instance, children of the kindergarten or those of the primary school. Actually this, which I find quite interesting and difficult at the same time, will be the topic I would gratefully like to present. Moreover the experience I had as a teacher of the English teacher in a kindergarten would be quite helping as well. In the first part of the presentation I would like to rank according to their importance, the main disciplines one must deal with while studying a foreign language, emphasize the way this classification differs when this activity is performed with little children, to highlight the importance that listening process has over the others and what could be the most natural ways to make children feel familiar to it. Later I would like to list some of the most recent methods, which are practiced and have resulted to be highly effective abroad and in our country as well. Actually, it would be very appropriate to share my experience (and those of my friends), difficult moments, and especially (now looking back) the ones I may have not faced successfully enough. Interviews and questionnaires done to other teachers would be another method used. Moreover, I would like to provide my presentation with concrete examples of particular children (especially of the ones who were bilingual learners, children of foreigners who live in our country) by indicating their progress. In the last part I would like to highlight the usage of some “outsider” components, which doesn’t directly imply the teaching process, but whose presences are crucial for an effective, enjoyable teaching. The conclusion would be quite challenging as well, especially my college’s feedback really matters to me. As far as children are our target group, the methods used to teach them can never be fixed, closed or restricting ones. Their wonderful entirely peaceful freedom will continuously encourage teachers to explore new effective methods, always as appropriate and effective as possible for them.

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