

## 1. What problems occur when your YL students want to speak?

### Cognitive and language load

- **Too much to hold in mind** (meaning + words + word order + pronunciation at the same time).
- **They don't have the chunks yet**, so they freeze.
- **Task is too open** ("Talk about...") → they don't know what to say.

### Affective factors

- **Fear of being wrong / losing face**, especially in front of peers.
- **Shy / quiet learners** get overshadowed by confident ones.
- **Low risk-taking** if correction feels public or constant.

### Classroom interaction realities

- **Uneven participation**: a few speak, others hide.  
**Choral drilling masks problems** (sounds great, but individuals can't produce it alone).
- **Pairs drift into L1** when the task is hard or unclear.

### Input and modelling issues

- **Not enough clear models** (they can't imitate what they haven't heard/seen enough).
- **Pronunciation and rhythm** make them hesitate ("I can't say it nicely, so I won't say it").
- **Listening comprehension gaps**: they can't respond if they didn't decode the prompt.

### Time and pacing

- **Not enough repetition cycles** before "Now speak!"
- Speaking is attempted **too early** (before the habit/chunk is stable).
- Too little "same language, new way" recycling across the lesson.

2. How to address the above problem? How do they learn? Look at the following statements and complete the gap.
- A. To learn and subsequently **acquire** something YLs need to e \_\_\_\_\_ e things.
  - B. Young learners MUST be an a \_\_\_\_\_ part of the learning process.
  - C. Their a \_\_\_\_\_ span is short, this means **they won't listen** to your lengthy explanation of grammar.
  - D. For YL to learn something, this **MUST** m \_\_\_\_\_ s \_\_\_\_\_ to them. This means, if you use words like, auxiliary verbs, nouns, etc. these probably aren't useful at all.
  - E. YLs **do NOT care** about the f \_\_\_\_\_ of the language. Their learning is driven by m \_\_\_\_\_ g.
  - F. The l \_\_\_\_\_ g l \_\_\_\_\_ d must be taken into account and the content must be **filtered, edited and reduced to manageable nuggets/chunks for them.**
  - G. M \_\_\_\_\_ n plays a KEY role in the learning process of young learners. Experiencing (saying, listening, reading) **once won't stick.**
  - H. R \_\_\_\_\_ n is what ultimately results in: memorisation, learning and **acquisition** (the highest form of learning).
  - I. Language must be b \_\_\_\_\_ and kept there as reference.

Answers:

- A. To learn and subsequently acquire something YLs need to **experience** things.
- B. Young learners MUST be an **active** part of the learning process.
- C. Their **attention span** is short, this means they won't listen to your lengthy explanation of grammar.
- D. For YL to learn something, this MUST **make sense** to them. This means, if you use words like, auxiliary verbs, nouns, etc. these probably aren't useful at all.
- E. YLs do NOT care about the **form** of the language. Their learning is driven by meaning.
- F. The **learning load** must be taken into account and the content must be filtered, edited and reduced to manageable nuggets/chunks for them.
- G. **Memorisation plays** a KEY role in the learning process of young learners. Experiencing (saying, listening, reading) once won't stick.
- H. **Repetition** is what ultimately results in: memorisation, learning and acquisition (the highest form of learning).
- I. Language must be **boarded** and kept there as reference.

3. And what can I do as a teacher? Read the following statements about the Audiolingual method and remove two, which do not belong there.

- A. Language forms are presented most naturally **within a dialogue and a situation/context**.
- B. Language learning is **habit formation**: the more something is repeated accurately, the stronger the habit.
- C. New vocabulary and structural patterns are **presented through dialogue**.  
Students **listen and repeat** key lines from the dialogue to build accurate pronunciation and automaticity.
- D. Students practise target structures through **pattern drills** (substitution, transformation, question–answer drills).
- E. The teacher **avoids explicit grammar explanation**; students learn through modelling and practice.
- F. The teacher gives a clear **rule explanation in the students' L1**, and students translate example sentences.
- G. Students do a **communicative role-play to share personal opinions and negotiate meaning**, focusing on fluency over accuracy.