EFFECTIVE WAYS OF TEACHING OF TEACHING CHILDREN AGED 9-12.

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Introduction. Learning language in childhood is the best chance to create an ability to communication skills for life. Especially, for children, **those are between 9-12**, this period is the convenient time to learn a new language because at this age, their cognitive skills grow rapidly, at the same time, they are curious, socially aware, and start to understand the world around them. So, how it can be effective and interesting for learners simultaneously?

Making the learning more interesting and contextual. Most of the pupils, in this age can learn the language means of realistic condition. According to **Jean Piaget's** (1952) cognitive development theory, it also informs language instruction strategies. Children, those between 9-12 are typically in the **concrete operational stage**, during which they begin to think more logically and understand abstract ideas when tied to concrete experiences. Piaget's theory supports the use of contextual, hands-on learning activities such as role – play and real – life simulations in language teaching. For instance, instead of memorizing words in the way of just rapiding a lot, they sometimes can play a role in the group or tell stories to groupmates. By these methods, students experience how to use the words in correct way, and this may be one of the opportunities to learners to create their hidden abilities such as playing role without shyness, or it can help to children to create their self confident in the public. sometimes pupils may feel bored during the lesson, and in this kind of situation playing

games related to the theme is also better than just learning. For example, setting up a language café in the class where pupils order food in a second language, they are learning, and others service as a waiter. As a result, this helps not only for building vocabulary but also boosts confident and speaking skills in the realistice settings.

Using visuals and multimedia. There are several types of learners in learning process. As **Neil Fleming's VARK model** (1987) supports the idea of tailoring instruction to students' individual learning style, which categorize learners into visual, auditory, reading/writing, and kinesthetic types. This model emphasizes the importance of using multimodal teaching strategies to meet diverse learner needs. For example, using songs for auditory learners, movement-based games for kinesthetic learners, and flashcard for visual learners can lead to more effective language acquisition. This exactly help children to memorize or understand the words and meaning easyly, and it makes the classroom more inclusive and dynamic. As a result, pupils enjoy leaning language. Another researcher's, **Howard Gardner's** (1983), **Theory of Multiple Intelligences** proposes that students possess different kinds of intelligences, including linguistic, interpersonal, and bodily – kinesthetic. Gardner's theory encourages educators to incorporate various instructional methods, including storytelling, group discussion, music, and physical movement, to engage multiple forms of intelligence in the classrooms.

Encourage work on groups and peer interaction. The language is a social tool which is effective when a pupil practices with others by communication. One of the foundational theories in language learning comes from **Vygotsky** (1978), who emphasized the role of social interaction in cognitive and language development. His concepts of the **Zone of Proximal Development (ZDP)** suggests that children learn best when tasks are slightly above their current level of competence, but achievable with the guidance of a more knowledgeable peer or teacher. This theory supports the use of group work, peer interaction, and cooperative learning in language classrooms. For example, one of the benefits of group working, collaborative games, language – based projects is that they can learn how to explain their own opinion about something

to their peers, and it helps to improve their cognitive skills too,with creating new ideas of given project. Sometimes children may experience some shyness or depression while they are explaining their opinions, or speaking about some projects, however, they can feel relaxed when they interact with their peers. So group working activities are the best way of improving self-confident too.

Incorporate cultural elements. Learning second language does not include only grammar and vocabularies but also it consists of culture and traditions of the language too. How it can effect ? To this question, **Stephen Krashen's Input Hypothesis** (1982) has answered like this : the need for **comprehensible input**, suggesting that learners acquire language most effectively when exposed to language slightly above their current proficiency level in a low-anxiety, supportive environment. This aligns with using engaging and meaningful content such as multimedia tools, interactive games, and cultural materials in language instruction. For example, by listening to another language's songs and introducing food, festivals, and the tradition from countries where the language is spoken can makes learning more interesting and meaningful. As a results learners start to understand real usage of words and phrases deeply in their own place in the language.

Give regular and supportive feedback. According to **Hattie & Timperley, (2007)** feedback is one of the most powerful influences on student achievement. They describe effective feedback as goal- referenced, timely, specific, and actionable. Furthermore**, Lightbown & Spada (2013)** : in second language acquisition, corrective feedback helps learners notice errors and improve accuracy.

Sometimes teachers should encourage pupils even when they do some mistakes in their task or projects. Instead of punishing them, teachers can explain every mistake which is made by learners. Because pupils should feel that making mistakes is also one part od learning process. Does not matter how small progress they do, but the matter is that you,as a teacher, should build the motivation and self -esteem. with the words like good job or wow you did well .

Conclusion, teaching language to children aged 9–12 can be highly effective when educators apply developmentally appropriate, engaging, and supportive strategies. By incorporating contextual and interactive learning, using diverse multimedia tools, encouraging peer collaboration, and embedding cultural elements, language instruction becomes not only more enjoyable but also more meaningful. Grounded in well-established educational theories—from Piaget to Vygotsky and Gardner—these methods help learners build strong communication skills while boosting their confidence and motivation. Ultimately, when students are supported with positive, constructive feedback and given the opportunity to explore language in real-life contexts, they are more likely to develop a lasting ability and passion for language learning.

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