

Authentic Assessments in Teaching English to Young Learners

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Approaches and forms of assessment employed in teaching English to young learners play some important roles in the success of teaching English to young learners. The assessment of teaching English to young learners should be in accordance to the characteristics and principles of teaching young learners. It must also be in accordance with the views of the acquisition and learning of the language by young learners.

Children about 4 to 12 years old can be called young learners that may be further classified into young group (4-8 years old) and older group (9-12 years old). Normally, young learners tend to possess a moody characteristic that may easily change in every other minute. Their attention and concentration span are usually very short. When they got appealed, however, they can demonstrate a great motivation to do things they like. They are also curious of nearly everything. Spoken language and real object help them greatly to comprehend something. In teaching and learning process they tend to prefer more physical activities. In consequence, to teach English to young learners, involving physical and sensory activities in learning activities by improving teaching variation in the class is essential. Teachers should provide the reinforcement and motivating the student that learning English is exciting. Teachers should give relax and joyful atmosphere in for children. (Suhartatik, 2008: 231)

This paper is to present some theoretical bases of authentic assessment in teaching English to young learners. This discussion will cover the principles and forms of authentic assessment. It will also review the characteristics of young learners, the principles of teaching English to young learners, and also the process of acquisition and learning of English in relation to the use of authentic assessment.