Child Psychological Approach Is the Only Key to Oasis

Written by Jenny Jung

Is there any Asian country spending $ 0.65 billion annually for English? The answer would be South Korea. As quite amount of disposable budget has out-flown to English speaking countries for paying for English proficiency tests including TOEIC, TOEFL and IELTS etc, it is vital to clarify why ESL should be touched as such an agenda. The representative nations which feature constructive ESL environments must be Hong-Kong as well as Singapore. I am going to touch on the comprehensive frame work of how to establish better ESL environments based on my experiences.

To begin with I would like to speak of the disparity between traditional and modern classroom. Generally speaking traditional teaching done in the previous period, pupils were merely receptive rather than productive with lessons. I have a reminiscence of an English teacher who got both of my least attention and affection at the same time. We did not have much time for ice-breaking at the very beginning of the lecture on the grounds that she was not a kind of person with a sense of humour literally. ‘Being jokey, chatty and easygoing doesn’t necessarily lead to good teaching’ (pgs 16) is true to some extent; but, the downside of her teaching was lack in establishing rapport with me and her. I did not have much opportunities to talk even though, to say nothing of, English is all about balancing five language systems such as phonology, lexis, grammar, function and discourse) and four language skills through repetition and drilling simultaneously, which means her teaching could have described as ‘jug and mug’. Conversely during my time in England I had the pleasure of being taught by an exceptional teacher. As majority of international students did, I had to take IELTS prior to entering an university in London. Apparently he was a typical disheveled British guy, but, the bottom line is that his teaching might have been categorized as enabler with rapport. We have to make it clear that adults are goal-oriented and autonomous, need to be shown respect; thus, it is integral to be rewarded emotionally as a part of positive reinforcement. Mingling and Pair-grouping lead to exploring other world that has not been touched on. I appreciated such an opportunity that I was surrounded by the people from different countries, on the account of the fact that cultural diversity brings about something unconventional myself. In other words I figure out that it is also important role for teachers to extract those communication skills and the potential power of thinking from pupils through grouping. I was engaged with his far better methodologies like CCQ’s, eliciting not by the means of scaffolding which was mainly dealt with the other teacher as I mentioned above. In like manner STT was high compared to the former teacher. This indicates exactly that the effective teachers should be able to not only combine the knowledge of subject matter and right methodology but grasp the way how the lesson should be adjusted to suit class atmosphere, such as adding some entertaining elements. I cannot emphasise too much on the magnitude of construction of rapport between two statuses.

To sum up, children are like miracle. I personally adhere to Ch omsky’s theory in terms of LAD which is prevalent in the field of ESL environment. The underlying idea of LAD is that we were born with the innate grammar ability therefore we could able to speak and imitate what we hear. I would like to move on to earlier stage of children especially age of 3 to 6, which was known as the critical period. Young learners can have a golden chance to learn English naturally as second language during the fraction of time. Thereupon we always should get an updated version of teaching materials such as printable board games or worksheets on the grounds that children can be sick of things easily. It is also crucial to be knowledgeable with the matter of child psychology which targets a range of age 0-6. Furthermore teachers should create a speaking- friendly atmosphere that gives a sense of comfort. Not surprisingly children are different from adults. I would rather be an expert with developing my own methodology in order to get the best result. In that manner teachers are willing to be the one of main factors that contribute to form not only his or her personality, but habits when students speak target language. In all likelihood balancing linguistics and child psychological knowledge will be the key to the creating miracle.

Bibliography

Jim Scrivener, Learning Teaching 3rd ed, MACMILLAN