**Teaching Children based on**

**Second Language Acquisition Theories**

**TESOL for Children 123**

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Understanding theories of second language acquisition gives teachers the ability to deal with students with the different cultures and intelligences. If one of the students in the classroom has musical intelligence, it is not necessarily mean that all students have the same intelligence. Some students can be tactile-kinesthetic and others can be intrapersonal intelligence. Also, each student can have multiple intelligences. So, it is important for teachers to be skilled with both influential and child-centered approaches for diverse student types.

 First, it is important for children to build confidence to practice their language knowledge for influential approaches. Teachers should be patient and drive students with proper teaching methods until they are ready to speak and lose the anxiety. With the behaviorist approaches, teachers need to prepare well-organized lessons with clear aims including step-by-step syllabus. Also, students are taught specific English patterns through repetition until they produce the language without errors. They can learn through drills or choral repetition and teachers should give praise and rewards when they succeed. It is also essential that students are taught just beyond their present level according to the input approaches. In this approach, teachers have to be patient as well, as students will only make output until they feel ready. Also, they need to make their classes physically active as their students will learn new words and pattern through physical demonstration. Moreover, teachers should find out both the strengths and the weaknesses of their students to identify their intelligences. Some student group could have the same intelligences in common, but it is different and diverse in most cases. So, teachers should make their lesson plans considering multiple intelligences.

 Next, child-centered approaches indicate that teachers should be facilitators while they are in control in the influential approaches. Students should be encouraged and motivated in acquiring the new language that praise and rewards will not influence them based on the humanistic approaches. Also, it is not expected for students to generate immediate results and learning process is to be valued more and teachers need to make sure that their students will have low anxiety. Moreover, interpersonal skill like cooperation, fairness, and consideration for others is considered important. For the constructive approaches, children actively test their knowledge and make guesses about new words and patterns while they avoid situations they would fail. Also, they have more chances to learn when they are challenged with the knowledge beyond their present levels. They acquire the language by actively exploring and from natural context while they rather passively receive input from their teachers in the influential approaches.

 With the comprehensive understanding of diverse second language acquisition theories, I will manage my class tailored to different students’ characteristics. First, I will find out individual students’ intelligences and consider them into my lesson plans which are not to be dependent on specific types. I will keep the level of lessons to be slight beyond my student’s present level to give them comprehensible input including variety of physical activities and drills. Most importantly, I will be patient until my students feel ready and confident to speak while encourage them with various activities which they find amusing and interesting. A certain teaching approach is not weighed more importance than other ones, so keeping the balance of different teaching approaches based on different student types are essential to make the successful class.