What makes a good teacher?

Serl Hee Park (ELLY)

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Jayme Brown

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 When I decided to be an English teacher for children at the

first time, I believed that I was qualified because I had enough

knowledge of English to teach children. Furthermore, I was a positive

and passionate person which could make affirmative impact on the lives

of learners. However, I never thought that great teacher demanded a

great deal of studying about what individual learner wanted and which

method of learning approach was applied in different situations such

as tendency, family, culture, As time goes by, I am aware of how

important the role of teacher is, especially the learners who are in

The Preoperational Stage, the second stage of The Piaget’s Cognitive

development stages, begins around usually age two and last until

usually age seven.

 There are three things I have learned from the TESOL for

Children class so far. First, the learner likes physical activities;

Therefore, teacher needs to prepare a lecture with interesting

activities and games which make the learner pay much attention on.

Second, the children concretes the world based on intuition, not

logical; Therefore, teacher need to understand cognitive developmental

stages of children and guide them to be a member of the society.

Finally, individual learner has different potential acquisition;

Therefore, teacher needs to understand individual learner’s tendency

and use different teaching approaches in different situations.

 First, the pedagogical learners like do activities with their

friends and teachers, not sit in the chair and only focused on the

textbook; Consequently, teacher let them do activities and communicate

with each other in their own ways with comfortable environment. As a

well known American educator Malcolm Shepherd Knowles said,

pedagogical learners, contrast adult learners, are motivated by their

extrinsic pressures in fun and interesting. I believe that the

pedagogical learner does not need a thick textbook which belongs to

English vocabulary and grammar they need to do so. ‘Rhythm Play’, ‘Brain

Word’, ‘Dancing Chair Game’, ‘Hide and Seek’ will be great options for

use in class. If the activities belong to complex concepts and

abstract thinking, kids may feel boring and does not want to

participate in the class anymore. With simple and clarify materials,

the teacher can make the learner understand the world and develop

memory and imagination. Most of all, the teacher should make learners

feel comfortable, safe, and positive by controlling class environment.

 Second, the preoperational learner is based on intuition and

recognize the world what they exactly observe because they are not

completely logical; For the reason, teacher needs to understand the

cognitive developmental stages of children and guides them to a member

of the society. The motivation of the preoperational stage learner is

by external pressure, contrast the adult learner is motivated by their

own will. Moreover, pedagogical learner does not have enough life

experience. According to the Input Approach, developed by the linguist

Stephen krashen, language can be understood by learners though they do

not know the exact words and structures. With approaching the

Behaviorist Theory, teacher needs to abstain from excessively greedy

for what he teach. As soon as the learner exposes the level of

knowledge naturally, he will already reach the next level. Correcting

English grammar and structures may useless for the preoperational

learner, The teacher would rather the children express their ideas

with no interrupt.

 Finally, individual learner has different potential acquisition;

Therefore, teacher needs to work on the individual learner’s tendency

and use different teaching approaches in different situations. The

Behaviorist Approach, which is teacher-centered and applied repetitive

learning, is suit for teaching the child who learns second language

for the first time. A learner in Confucian Asian culture may be

strongly dependent upon the teacher for all learning. They may feel

more comfortable with teacher-centered learning approach. The

Constructivist Approaches can be a useful method to draw child‘s own

potential, because it considers a learner as an active explorer who

makes a sense of the world in which he finds himself. Teacher let the

learners communicate with each other without formality and constraint,

and help them to go above level from the present step.

 As more as I study for teaching methods, I realize that I am

lack of knowledge about the learner’s behavior, thinking, and potential

ability. If I will teach a student who is in the preoperational stage,

I will do interesting activities, and demonstrate the class with

simple materials, and use different teaching approaches in different

situation. What makes a good teacher? I can’t even answer the question

with confidence. I will find out my remaining TESOL for Children

classes. I hope I can easily answer the question at the end of the

class with a good teacher.