**In search of an effective approach to teach English**

**for Asian Children**

Learning English is getting more essential as the globalization, and English has been official language all around world. English is foreign Language for Asian children, and they are learning English in their own country. Thousands of teachers are searching for effective approach teaching English for Asian children. There are various approaches to teach English for Asian children.

It is very hard for me to find most effective approach to teach English for children. All of approaches have pros and cons, and it will influence differently according to age level. In my opinion, teacher centered approach such as behaviorist approaches and input approaches are influential for 2-5 years children since they are more likely to model language and action of others. Repetition drill will be effective technique for behaviorist approach. Through this activity, children would be asked to repeat teacher’s model as accurately and as quickly possible and they would be able to learn how to pronounce and use right word with English in proper way through repeating after teacher’s step-by-step syllabus. Input approached would be effective when I explain new word. For example, I would demonstrate in front of children when I explain the word “sweep”, and I will show the picture of “broom”, and I will make full sentence by using these words and speak “I’m sweeping a floor with broom”. At the last, I would ask children to repeat after me. It would help children to retain new word that they learn in memory for long time. However, there are less interaction between student and student and it is initiated only by teacher so that student could be passive in the class.

I would like to teach 6~12 years old children in the future. They are less dependent on adult approval, want to belong to peer groups, and realize need for co-operation. If I teach English with behaviorist and input approach, this age children might feel bored, and there would be less improvement to express themselves in English. In order to reinforce the limit of these approaches, I would apply humanistic approach to teach. TPR (Total Physical Response) would be very good method of teaching by combination of all these approaches (Behaviorist, Input, Humanistic approaches). New key word may be introduced in a teacher-centered way by demonstration and repetition drill. Then it would be practiced in child-centered way. For example, If I teach “How is the weather today?”, I would explain key word “Sunny, Hot, Rainy, Cold, Windy” by showing the picture and gesture to express the weather. And I would ask children to repeat after me with gesture. At the last, I would ask children to work with partner, and ask the weather and answer it with gesture by taking turns. Children would listen, watch and imitate simultaneously, and these multi sense of processing would help children gradually learn how to speak English themselves.

Finding effective approach to teach is differ from not only age of student but also nationality. Learning English is very challenging for Asian children, because culture is different, and the word order is also different. For example, there are no expressions of perfect tense for Korean so that it is hard for Korean to understand perfect tense. Moreover, English is taught in traditional way in Korea. Teacher usually talk whole time so that most of students are very passive in the class. From this reason, although I started learning English at elementary school, I couldn’t speak English at all. I started speaking in English when I studied in Malaysia and Australia. If child-centered teaching especially behaviorist approach is adapted for Asian children, it would help them to speak in English more practically since it would help to retain the new vocabulary and expression long time since children are encouraged learn naturally rather than inputting new information by teacher.

As children can be intelligent in different way, there are no exact answers which is most effective method to teach English. As I mentioned above, all approaches have strong and weak points. Some approach is not appropriate for certain teaching situation. Therefore, it would be more important to steadily monitor and review if our approach is well combined and fit in accordance with the level of children and particular situation. In addition, it is also critical to try to find the strength of each child and encourage to build on strength.

Reference

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