

TEACHERS ROLES IN SECOND LANGUAGE ACQUISITION FOR YOUNG
CHILDREN IN CHINA

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TEACHERSROLES IN SECOND LANGUAGE ACQUISITION FOR YOUNG
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Yu Xiaoxiao (Scarlet)

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ABSTRACT

English education in China of young children has developed over recent years. Scholars have obtained more available and helpful experiences and methodologies in teaching. There are numerous “holes” which need to be investigated and probed into by teachers and scholars. Not only in traditional English education, but also “new-model style” teaching, teachers’ roles must be significant topics in research. Conflict between the mother language and second language is a general phenomenon of young children’s communication in development. How do teachers deal effectively with the conflict relating to educational development? The conflict experienced by young children can be solved in part by the children. However, teachers still need to be involved in the problem solving process. The three main strategies for dealing with young children conflicts are: center of teacher, center of children and high authority. The remainder of the methods involve simple oppose or indulge, direct instruction, debate, active contact emotions, repair relationships and so on.

This paper will discuss how to play different kinds of roles in different situations in second language acquisition of young children, especially in the conflicted situation. In an effort to inform psychologist and other professionals working with young children with conduct problems, this manuscript outlines how to deal with their potential and progress their education.

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TEACHERS ROLES IN SECOND LANGUAGE ACQUISITION OF YOUNG CHILDREN OF CHINA

I. INTRODUCTION

While English as second language education has existed in China for a long time, English education of young children has developed over recent years. In China, many students choose to train their English learning skills in some language schools when they are still young, generally starting ages are three to five.

More and more kindergarteners and teachers develop and progress in this area. Parents take pleasure in affording their children of second language learning. They do not only want their children to obtain knowledge and language to communicate with English speaking nations, but to also achieve abilities to go abroad in order to learn new information. Various teaching methods and materials are used in teaching children. Teachers do not only teach students knowledge but also help them to built favorable character and communication skills.

Young children are a very special group that it is tough for them to learn a new language, even if their mother tongue is not proficient. They do not have capabilities to control and lead themselves and others. As a result, the teacher's role is tremendously important in the learning process. It is often stated that young children are the smartest people in the whole world because they can learn any language through imitation and repeating procedures. Teachers must instruct and guide children constantly by using different kinds of approaches in different situations in the classroom.

Besides the knowledge of English and psychology, teachers should also possess

basic skills in singing, dancing, drawing and telling stories. Singing songs, dancing and playing games are three significant methods and approaches for young children to know and understand a second language. Teachers should embody the expressions in lively and dramatic way, which can be easily understood and accepted by young children. Besides teaching children in the classroom, teachers also should act a monitor to assist and supervise students as they review the contents by watching DVDs and reading textbooks with parents' instructions.

In observing young children's education, teachers can clearly see that there are numerous accidental and unexpected affairs in the classroom. It is also typical that young children do not fully comprehend appropriate behaviors in different environments. In the teaching process, teachers should keep using explicit words, eyes warnings and postures to let students know what they should and shouldn't do, without being too serious or punitive. Of course, it should depend on the type of situations that present themselves. Children have excellent mental conditions in learning a second language, because their thoughts and capabilities are not fully formed yet. However, if they are trained correctly and appropriately, their language learning area and the growth of their brains can develop and make progress.

People always think about that how young children can learn second languages even if they don't understand their mother language. Actually, the time of young age is the best time to learn another language. We can find numerous examples in China now. To achieve teaching purposes and goals, teachers should research and investigate in order to obtain some comprehensive information. Teachers' roles are the key point,

which should aid in teaching processes and techniques.

In China, Kindergarteners are young children ages between the ages of three and five. Those three years are the best time to develop children's intelligences. For the practical situation of Chinese education, teachers should integrate new methods in the traditional mother language teaching process. By learning second language, young children must face conditions that are more difficult. They have conflicts frequently, some of which they can solve on their own, while others they cannot. The nature of young children's conflict requires three main strategies: center of teacher, center of children and high authority. The remainder of the methods involve simple oppose or indulge, direct instruction, debate, active contact emotions, repair relationships and so on.

Statement of the Problem

Teachers require different roles and functions in teaching young children to acquire a second language under different kinds of situations. How do teachers handle and manage the whole class with these different roles in a variety of situations? More specifically, how do teachers use skills and strategies in dealing with young children's conflicts occurring in second language acquisition?

Delimitations of the Research

The research was conducted using resources located in Karmann Library at the University of Wisconsin-Platteville and the Internet. Primary searches were conducted using the Internet through EBSCO host with ERIC and Academic Search Elite as the

primary sources.

Key search topics included “English education for young children”, “teachers’ roles in English teaching”, “situations of English education in young children”, “Elementary education”, and “the method and approaches of teaching young children English”.

Definition of Terms

A traditional view of the teacher is of someone who dispenses knowledge: someone who lectures, disseminates, covers material, and teaches the subject matter more than the students teach. The students sit passively while the teacher is on show. Desks in rows and a blackboard and podium up front are an arrangement designed for this role of a teacher. However, lectures are effective for giving short sets of instructions, background information, guidelines, or other information that is needed in a short time frame (e.g., before doing a class project, lab, or group activity). (S. Holtrop. Teachers' Roles. 1997)

Linkage to Theory

<http://www.acei.org> Association for Childhood Education International

<http://www.eric.ed.gov> Education resources information center

II. REVIEW OF LITERATURE

It is universally recognized that the teacher is the key person in an education system. Teachers enjoy the high esteem and prestigious status sometimes denied to

kings and emperors and he/she plays a pivotal role. Around him, whole system of education revolves.

Teachers should be supporters, collaborators, and leaders. In Chinese traditional education, teachers always hold authoritative positions. They conduct teaching activities and young children are at positions of obedience. Now, teachers are asked to reconsider and change their roles in a new society. Except affecting and conducting students with knowledge, teachers should communicate with young children using their personalities and moralities.

First, teachers should be audiences and observers. Open-eared and observing means teachers should qualify young children's worth: pay attention to young children's speeches and behaviors with respect. This does not mean that teachers only remember and feel young children's speeches and behaviors but also understand and explain concepts. Teachers should listen to young children's discussions and capture the Chinese view of the child. Today's young Chinese child is in the process of changing from the dependent child of traditional Chinese society to the child as an active learner in contemporary China. The view of the child as an active learner forces early childhood practitioners to rethink the features of the child's learning and development. This involves individuality, needs and rights, and the teacher's roles in the process of children's learning. The multi-layer support system underpinning this practice of the view of the child as an active learner is identified as teachers' emotional support, teachers' appropriate perceptions of their roles in children's learning, and the kindergarten-family-community partnership.

Disorders of conduct are the most common reason for preschoolers' referring for psychological services. If these problems are severe enough, these young children are evaluated psychologically. In an effort to alleviate such problems for young children, several treatment options have been developed and validated. Treatment outcomes suggest that young children with disorders of conduct can be treated and experience more positive outcomes.

For young children with and without disabilities, positive outcomes depend on smooth, effective transitions between and within early intervention programs, preschool programs, and public school programs. Now a "how-to guide" helps professionals across programs work together to make these transitions happen. Top expert Beth Rous (2007) gives teachers a systematic model in her book that has been field tested across the country and shaped by feedback from state and local agencies. Professionals from different early childhood programs will learn to collaborate as they:

- (1) Establish a clear vision of what transition should look like
- (2) View transition from a general education and special education perspective
- (3) Set up a formal interagency structure to ensure effective teamwork
- (4) Make decisions as a group while avoiding conflict
- (5) Draw up a work plan that helps the team set goals and track outcomes
- (6) Guide children and families as they adapt to new environments, both on a daily basis and over time
- (7) Develop written materials to clarify roles and responsibilities for teachers, staff, and families

Obviously, teachers wear many hats: friend, counselor, judge, mentor - many roles and different roles for different classes, students, and extracurricular duties. Using the Rous model means to bring out the desired effects on students using different teacher behaviors. According to Lemlech (1988), classroom management is the linchpin that makes teaching and learning achievable. Classroom management is the orchestration of classroom life: planning curriculum, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring student progress, and anticipating potential problems.

Successful classroom management is defined as producing a high rate of work involvement with a low rate of deviancy in academic settings (Laslett and Smith, 1984). To a considerable degree, teachers control their instructional effectiveness in the classroom. The passive teacher simply relies on the same old teaching techniques day after day. However, the active teacher varies his/her day plans different teaching strategic and techniques, which tends to achieve more success in teaching. Not only does this practice of different teaching techniques provide change for the teacher, it also serves as a motivation for students (Dhand, 1990). Good managers also carefully arrange their classrooms to minimize disturbances and make sure that instruction can proceed efficiently; they set up their rooms according to the following principles:

- (1) Teachers should be able to see all students at all times.
- (2) Teaching materials and supplies are readily available.
- (3) High – traffic areas should be free of congestion.
- (4) Students should be able to see instructional presentations.

(5) Procedures and routines should actively teach in the same way that academic content is taught.

Well-managed classrooms did not result from magic, rather carefully established and maintained procedures were at work (Sadker and sadker, 1997). Academic learning time in the classroom has emerged as an important variable. Studies have shown that the amount of on-task behavior can vary as much as 40 percent from one classroom to the next. Even how quickly a teacher calls the class to order can vary all the way from one to ten minutes. Thus, how efficiently you have your lessons, how long you take to get started, how you handle digressions, off-task behavior, discipline and how you handle transitions will have an effect on student learning(Walberg,1988). Because of these and other factors, time is an important necessary condition but far from the whole story. In measurement terms, the efficient use of instructional time has had an impact equal to one standard deviation.

Academic achievement was moderately affected by the efficient use of time (Sprinthall et al., 1994). Students who spent more time pursuing academic content learn more and receive higher achievement scores. Although it is obviously important to allocate adequate time to academic content, making time on the schedules is not enough. How this allocated time used in the classroom is the real key to student achievement. In order to the study use of classroom times, researchers have developed the following terms to allocated time, engaged time, and academic learning time. Allocated time is the amount of time a teacher scheduled for a subject for example, 30 minutes a day for mathematics. The more time allocated for a subject, the higher

student achievement in that subject is likely to be. Engaged time is that part of allocated time which students are actively involved with academic subject matter (really listening to a lecture, participating in the class discussion, writing a composition, and working on mathematics problems). Academic learning time is engaged time with a high success rate. Many researchers suggest that students should get 70 to 80 percent of the answers right when working with a teacher. New studies are demonstrating that a high success rate positively related to student achievement. How effectively teachers provide for and manage academic learning time in their classrooms is the key in determining student achievement.

Effective classroom managers are nearly always good planners. They do not enter a room late, after noise and disruption have had a chance to build. They are waiting at the door when the children come in. Starting from the very first day of school, they teach the rules about appropriate student behavior. They do this actively and directly. Sometimes they actually model the procedures for getting assistance, leaving the room, going to the pencil sharpener, etc. The more important rules of classroom behavior are written down, as are the penalties for not following them (Sadker and Sadker, 1997).

1. TEACHERS' ROLES

A good primary school teacher has to play many different roles, such as a parent, a friend, a motivator, a story-teller, a discipline controller, an evaluator, and even an actor. The following is a list of basic characteristics important to support all the roles.

- (1) Possess special qualities in addition to language competence and teaching capabilities

- (2) Understand how children think and learn
- (3) Care for “the whole child” instead of just caring for the language that we are teaching
- (4) Help children to develop in an all round way—linguistically, intellectually, culturally, and morally
- (5) Guide them in mastering learning strategies and learning how to learn
- (6) Help them to develop the ability of using imaginations and learning to solve problems
- (7) Teach them to care for others and respect others.

From the above discussion, we may say it is not easy to be a good children’s English teacher. However, according to some educationists, one of the most important roles the children’s English teachers play is a motivator. (Olga Olkhovaya, 2007). It means that as a good primary school English teacher knows how to motivate children to learn English.

According to some scholars’ words, teachers and students are two parts in language teaching. While students are the main part, teachers play predominant role. Because of students’ ages, character, psychology and lack of English knowledge . The latest Course Standards for middle school English teaching stipulate that teachers’ work is to motivate students’ interest in English, cultivate students’ sense of success, guide students to form good learning habit, enable them to communicate smoothly and develop sound value towards learning and living.

Teachers guidance is the basis and premise for students to realize those goals .In

English teaching , teachers should work hard to guide students, get them to be involved into learning process, be interested in studies, and learn to learn on their own. At last, students can turn the knowledge from books into dynamic practice .

Teachers play multiple roles in English language teaching: they are knowledge conveyers, supplying students' language knowledge and skills; they are helpers who help students to get English information and analyze it, help students to learn and solve problems. Teachers are companions who stay by students' side; they are also organizers who organize activities for students. Moreover, they are controllers who make sure students are disciplined in the classroom.

A. The Characteristics of Children

Children are naturally curious and active. They are full of enthusiasm and often show a lot of eagerness to participate. However, when we try to motivate children to learn, we need to know what they can or cannot to do, what they like or dislike. The following are some statements about their characteristics.

(1) Many children do not often have a clear purpose for learning.

(2) Many children like to do things with achievable learning target because they want to feel sure that it is not something beyond their ability.

(3) Many children like to do things with their hands, bodies and minds. If not satisfied, they sometimes would like to make noises and move around.

(4) Many children love listening to stories and songs. They are good at imitating sounds and facial expressions.

(5) Children are not good at analyzing language rules. They cannot understand

abstract concepts. They do not like boring classes with little activities and listen to the teacher all the time.

(6) Children's attention span is very short.

B. Basic and essential strategies and skills of teachers

In China, young children learning English formed some steps by the young children reality conditions. Teachers follow warm-up, review, lead-in, practice and review. In those five steps, teachers act as dominant people in the classroom of whole class. They should motivate majorities to be active in learning. Different steps, they act different roles.

In the beginning, teachers should help students to review the learned contents. In reviewing, teachers always show children cards or real things to urge them speak out. Generally, majority of children cannot tell correct or fast, at this time, teacher should act a guide to ask them questions. For hearing the familiar voices, vocabularies and structures, children can easily recall the memories. They are easy to accept but difficult to remember, so when teachers teach children new words or communicate new instruction and information, they must repeat time after time. In reviewing process, teacher acts as a questioner who throws more questions which relate to the contents and were learned before in order to motivate and arouse children's minds. In this process, teacher should pay attention to change the tone of the voices and formats of the questions. Sometimes, some of children easily look around in the beginning of the class; teachers should keep on asking questions, move close to him, and use hands to make him sitting straightly at the same time. Therefore, in reviewing process, teacher also is a

monitor to supervise students.

After reviewing, the new content should be lead in. In teaching young children, scholars and teacher do not assert to lead in directly. Students like to make fun and explore the secret. At this time, teachers act as an actor, they should show the content via singing, dancing, acting, drawing and speaking visual and lively. The postures and voices exaggerated. The lead in does not need teachers to tell what is it, but wait until children to understand and speak out the Chinese of the teaching contents. If the lead in is unsuccessful, children will not speak out and even want to leave the seats. Therefore, lead in parts must be a difficult and tough part in teaching young children. To be a successful actor, teachers should enhance various skills and prepare good teaching aids.

Once children speak out the Chinese the teachers want to teach, teachers must praise children immediately with oral words, gifts, or hugs. After praises, teachers will tell children in English loudly with correct pronunciation in alone vocabulary first, and then add in some phrases or sentences. Although children do not understand and know the meanings of phrases and sentences, but they will get familiar with them by repeating practices. In this process, teachers are not only telling and speaking; they also need to rectify the pronunciations of children one by one. In praising and rectifying processes, teachers' roles are to foster and modify. They foster children's courage, listening skills and good habits in the class and modify children's oral languages and bad habits.

If teachers make sure that every one of the children can pronounce correctly, they can organize some activities to practice, such as creating Team-Games-Tournaments

(TGT), asks someone to answer questions alone, asks someone to act as teachers and so on. All those activities can motivate and urge children speak out and remember.

Sometimes, some shy and introverted children do not want to talk. In this case, teachers should give them more opportunities to speak. In practicing time, teachers act as a motivator by making advances and perfections. In addition, teachers should manage and handle the whole class atmosphere with little chaos. After involved practices, teachers should hold the class's passion and voices down. The review comes again. In second review time, teachers should keep their voices appropriate and guide children to read after them.

C. Young children teachers' roles in new situation

Teachers' roles are the basic and significant issue in young children teaching area. The acquisitions and understandings of teachers' roles effect the reformation of young children teaching. Under the influence of traditional education, teachers always place themselves at authoritative positions. Teachers are leaders and showmen in the teaching and learning activities, with young children placed at obedient positions, as only listeners and audiences. As the reformation of education beginning, the contents, development, evaluation, and management of teaching activities innovate and break more than before. Our society developed day by day, the abilities and ways people obtain information in high quality. The traditional learning methods cannot adapt the requirement nowadays which demands young children education more than before. In the new situation, teachers should change the accustomed teaching styles and activities and renew teachers' roles. Teachers are not only pedagogues but also investigators. To

be pedagogues, kindergarten teachers should guide, teach according to each one's ability, and create in teaching. To be investigators, teachers should be learning and researching teachers.

Roles comprehended as person's status in society and criterion. In the society, each person belongs to some definite community. In the community, each person has status, position or responsibility. In the school, leaders, teachers and students also have different status and responsibilities, as they share and act different roles. Teachers engage the teaching specially, the teachers not only teach students knowledge but also affect them with their personalities and moralities. Teachers should interact with students and develop together, they should deal with initiating knowledge and cultivating capabilities equally, foster students' independences and self-determinations, guide students to doubt, investigate research and practice in learning, promoting, and motivating students actively and individually. Teachers should respect students' personalities, focus on exceptional ones, satisfy different levels of demands, set up environment of participation, motivating enthusiasm of different students, cultivating students to master and manage knowledge, attitudes and abilities. All these purposes urge all the students to make progresses. To be teachers of young children, teachers should act clearly with different roles.

D. Teachers are supporters in learning activities

Support means to encourage and sponsor. This means that teachers should give more timely assistances and help to students. For years, teachers always adopt parroting teaching style one generation to one generation. Young children store the knowledge

day by day. Nowadays, teachers should reduce the responsibilities of initiating information but leave more space for young children to engage in educational activities.

For example, I want to teach students the vocabulary word, “glue”. When I took out the glue and squeezed a little bit on my hand, they did not look at me except when I called someone’s name. However, when I put my hand with someone’s together and faked that two hands cannot be separated; all students became excited and enjoyed the activity. I asked each of them to put their hands together with me. This activity makes them understand the usage of glue. With observation and participation, children can be motivated and learning made interesting.

In teaching activities, teachers should not always provide the answers, but rather guide students to find out the problems and motivate them to think.

Whatever children are thinking and doing, teachers should encourage and support them to express their thinking minds. Teachers should be consultants that suggest exploration ideas, help them to solve existing problems, clear the drawback in advance. They also should participate in children’s learning activities, which mean teachers should discuss and investigate with children but not to judge who is right or wrong; who is better or worse. To be supporters, the time and energy of teachers should be spent more on understanding, realizing, affecting and encouraging children.

E. Teachers are collaborators with children in learning

Teachers should respect and trust children, and affiliate with them equally, pay attentions to different requirements, and help them timely. It means that teachers should transfer from authorities to collaborators. Respecting young children means

teachers should care for and take on each child at heart, respect children's rights of subsistence and development. It is wrong to force children to obey teachers because children are too young to make decisions.

In learning and teaching activities, teachers should talk and affiliate with them equally. In this way, teachers and students can build relationships of trust and understanding. By mentally cooperating with each other, teachers and students can have good moods and frame of minds in education.

In the next place, teachers should give audience to children's minds and spirits and understand the requirements placed on them and then give assistance in a timely fashion. Teachers should be equal with children, hear more children's thoughts but do not give laws to children, or undo punishment. When children make mistakes, teachers should give more time and chance to them for explaining the reason.

If teachers decide to punish and criticize appropriately, the purpose is to help children to remediate. Teachers should give whole love and care to children, care about what they are concerned with, enjoy what they like, and open their minds to children. Children want to share their thoughts with teachers. By listening, teachers can know children's minds and realize their thoughts.

In education, teachers are not authorities and students are not obedience. In kindergarten's daytime, children might have different kinds of troubles, but because of the age and limited experience, they cannot conclude, at this time, teachers should intervene and guide to investigate deeper and deeper, in order to motivate children to study. Teachers should take part in investigation and experience to finish the studying

with students together. In this process, teachers should keep their authorities also be partners to take care of children; teachers are not only be teachers but also students; teachers stands in and out of the space of students. Young children obtain knowledge creatively and develop actively.

Teachers should consider, think about, exceed and perfect themselves. The whole process of education is teachers and children making progress together.

F. Teachers should be young children's guide

Nowadays, various environments of educations start plentiful, with many young children having a variety of learning channels, such as books, TV, media and the Internet. With this in mind, teachers should switch roles from outputs to guides. Currently, we advocate education for all-around development, which require teachers to teach students according to their abilities, in order to achieve equal chance in education. When organizing activities, the contents should be according to children's levels and possess challenge, be interesting to children and relate to children's lives. The organized modes should consider ages that pay attention to appropriate developmental activities. Teaching using games and life themes are particularly useful. Children make sense that study is full of happiness and challenge. New experiences and success interest children in studying and motivate them to seek knowledge. For example, I have taught 4 year old children to learn English numbers. Since they are not even familiar with Chinese numbers, I chose to use a map game to teach them. I took out a map and a huge dice and told them the rule of game that jumping step by the throw dice, which is a familiar game for them in Chinese. Children like competitions and games.

All of them looked at me seriously, strived to be ahead of others and were afraid to lag behind. They were speaking out the numbers when others jump under my guidance. More proper practice makes perfect. What children need will be attained by teachers using modification. Teachers should observe carefully to listen to children's discussion attentively, catch children's interests timely, and analyze the requirements of children. The precious and valuable treasure of human being does not exist in the world but hide in human being's wisdom. The decision of human being's destiny is not the existed world but the evolution of human being's wisdom. Therefore, it is important to seek potential wisdom. At ordinary time, teachers should guide children to do more listening and reading in order to get more information and knowledge. It is good for children to get habits, like observing and to solve problems. If they struggle in this process, teachers should illumine and guide children's thinking actively, encourage children to practice bravely and use whatever they have learned before to seek the ways to solve struggles. In the process, teachers should guide children to study effectively and scientifically in order to understand what they should prepare for and how they can do better.

We are facing a fast changing and fast-developing information age. In the creating process of future, education is significant. Nowadays, education determines human being's future. Head-start education teachers should reexamine themselves closely in order to switch roles and exert themselves to be supporters, cooperators and guides.

2. TEACHERS' ROLES IN LANGUAGE TEACHING

A . Giving Students Guidance

Teaching starts with guiding. Only under scientific and effective guidance, teachers organize students effectively and students will take part in their learning process. Guidance is carried on in three steps:

i . Guiding

Ever since students enrolled into schools, students trained in learning methods and habits. In this way, they will switch from the passive position to the initiative position, to lay a solid foundation for further studies. Students need guidance on how to preview new lessons. The purpose to preview is to get to know new words, language items and the content preliminarily. Students may feel it is too difficult at the very beginning. Day after day, if they insist on using the method, they will enjoy the happiness of previewing new lessons. At the stage of introducing new lessons, teachers should try every means to arouse students' interest, motivate their desire to take part in the study process. During this procedure, teachers design situations for teaching of either a language item or a sentence pattern, present tasks, make students realize their lack of knowledge, students' motivation to learn will be generated in this way, so they will be eager to get involved into the learning process. Teachers' guiding role is necessary for English new learners. At the stage of guiding, teachers work as guiders, guiding students to form good learning habits; as a promoter, promoting students to love learning English.

ii . Inducing

Teachers can by no means neglect students' interest in probing when cultivating

their probe spirit. Inducing is a state in which teachers guide students naturally to study and think, is a harmonious and democratic relationship between teachers and students. English is difficult for beginners and different from the mother language, because there are a great many language phenomena, such as number (singular and plural), aux.verbs, tenses, gender (masculine, feminine and neuter) and so on. Students are not above mistakes in their English studies. As teachers of English, we should tolerate them for making mistakes, as making mistakes is part of learning process, or we can say that students are growing up with mistakes. The point is teachers try to guide them to overcome mistakes and induce them to be aware of language rules by themselves through practice. The theory of inter-language can help us face students' mistakes. In the process to change from mother tongue to the target language, there exists an intermediate language. Through further practice, students will reach the target language. Mistakes served as a resource in English teaching and learning. Teachers should deal with students' mistakes correctly and induce students to correct their mistakes in order to learn English smoothly.

iii . Leading

In everyday teaching, teachers should make sure students learn to solve problems by themselves. It is a teacher's job to lead them to do so instead of taking the students' place. By leading to practice, students can form the habit of pursuing perfection.

Giving students' guidance is the basic condition for students to foster language ability, and is also a necessary means in English teaching.

B . Mutual Aid and Classroom Interaction

The purpose of learning English is mainly to communicate in English , to obtain, process and convey information of science and technology, to experience different cultures. Students can reach the level of all-round communications through helping each other in classroom interaction.

Small classes are a trend for English teaching. This mode has brought about beneficial conditions for communicating between and among students. Communication happens at any time in small English classes. In order to tap the students' potential of communication, teachers can build up mutual aid teams. It works like this. The class divides into many teams, and a leader holds responsibility. On one hand, students develop their initiative through helping each other and on the other hand, teachers are able to have more time doing research work. Small classes can also help a lot for classroom interaction. Pair-work and group work are popular forms for classroom interaction, which offer students opportunities to practice sentence patterns, to exchange ideas face to face. Doing pair-work, students can use English freely and independently. With exchange of information, students can get feedback immediately from their partners in order to correct mistakes in time. Students' interest in learning English increases through pair-work. This interaction designated for acting out dialogues between two, for simple ask-answer questions and sentence patten practice. For higher rank of interaction, such as playing games and role-play, group-work functions better. The structure of small English classes is very useful for students to form an atmosphere to help each other and for interaction between teachers and students, and among students themselves.

C . Creating Situations and organizing Activities

The English language is easier learned in real life situations. The meaning and charm of English presented in situations is the key. Students will understand this point during learning. Situation teaching mainly focuses on meaningful practice. Teachers' job is to take time and imagination to create relating real life situations, through task-based English teaching mode, offering students a language environment. With necessary activities, students enjoy using English, so that their English knowledge becomes internalized.

Situation teaching often goes with tasks for students. Real life situations motivate students' desire to learn and use English. They immersed into some situations that they often forget the existence of themselves. All the interest is to communicate in the target language. Their listening, speaking reading and writing ability are for sure to be improved. Nevertheless, teachers should still keep one thing on mind. While adopting communicative language approach, on one hand, we should encourage students to communicate in English bravely; on the other hand, we should not overlook children's mistakes. For situation teaching, teachers play roles as a designer, designing real life situations for students to interact, as a conductor, conducting students like performing an orchestra. Through activities in situations, students have realized a knowledge shifting from books to real practical ability.

D . Classroom Management

Classroom management is another important factor to achieve desirable teaching effect besides teaching skills. Without effective management, teachers and students efforts will not pay off. Classroom management is about the relationships between

teachers and students, and among students, as well as students' discipline. Teachers play the role of a controller to ensure all the activities are under control.

i. Relationships in the Classroom

A classroom regarded as a society with students and teachers as its citizens. A harmonious learning atmosphere enables students to learn and live inside the classroom happily and healthily. There are three kinds of relationships between students and teacher. First, superior and inferior relationship, teachers dominate the class, while students appear passive, only listening to teachers. A second is totally equal relationship, in which teachers are not authorized, and students don't need to listen to teachers, so that teaching effect can't be guaranteed. Third is cooperative relationship, in which the atmosphere is democratic, active and dynamic. In English classes, teachers should take the third mode, guiding students to cooperate with teachers and the other students. It is also a goal for middle school English teaching. The first is students help and learn from each other, sharing good learning materials or methods with the other. As a result , the whole class makes progress simultaneously. Secondly, it offers a competitive relationship, in which students compete with each other, trying to catch up with others. Teachers should guide students to compete in the right directions. Thirdly, some students take preserved attitude, not willing share good experiences with others, so it is harmful for long-run development.

Teachers should encourage healthy relationship and overcome passive relationship in the classroom.

ii . Students' Discipline

Discipline proved a guarantee for successful teaching effect. Troubled students exist in the classroom. How to educate them is indeed a tough task for teachers, English teachers are no exceptional. Troubled students make noise, take loud, or disturb others to interrupt teaching. There are some ways to deal with these circumstances. Teachers just stare at the trouble students for seconds, or walk towards them; they may stop their wrongdoing. It is also a good way to have private talks after class. We can educate them together with their families and the school leaders. Teachers don't necessarily need to stop to reason with them. It takes time, skills and patience to turn these troubled students into the right track.

3. MAIN STRATEGY IN PROBLEM SOLVING

A. The main contents of troubleshooting

From the practices of young children' education, solving conflicts generally involve three parts: prevent, intervene and intercede by mates.

Prevent is the foundation of solve conflict. Prevent means teachers should pay attentions on whole children and train solving skills for individual child. Teaches can make solving as ability for child. It is pity that a great deal of parents and teachers pay no attentions on prevent. In fact, prevent cannot only avoid the conflict happened simply but also via training skills of self-control and problem-solve with children to achieve the aim of prevent.

Prevention is the key of solving problems. It means remodeling the activities and content for tendency of conflict and maladjustment of both sides. Prevention is the main activity in solving. With investigations, the most important ways are central

intervention and individual intervention.

Central intervention emphasizes the condition of conflict. It puts conflict in the background of intercourse, and then uses systemic, correlative and developmental points of view to seeing about conflict. From the effect of practice, this method has persistent effect. Central intervention mostly aims at problem, takes the conflict part and eliminates negative action but intensify individual active action to reduce conflict. Intercede by mates is the highest step and emphasis. It used widely; the central point is making children to be active participators in solving conflict. Once children can participate, conflict solved well. Interceding but not deciding wrong and right but by encouraging children to solve conflict quickly and qualitatively and learning to communicate with others. Speech negotiation is a significant and effective strategy. As a result, interceding by mates is also a good technique for teachers to use. The training should start early. Some information indicates that when children learn the violent activities in childhood, if they cannot be trained timely, they will enhance out of control.

B. The strategies with solving conflicts of young children

First strategy is center of teacher. Teachers usually help children to clarify problem, tell of experiences, feelings, demands and thoughts of both sides. They also give children more advices to solve the conflict. Such as, ask one of them to give in or present a possible way by both sides. For solving children conflict, teachers are the center can subside fast, but it is just provisional and limited. When children face the similar or same situations, they still need teachers to help and children cannot taste the

active emotions and connect their minds with solve.

Second, one is center of children. Teachers bring the initiative to children. It helps teachers to hear children's points and let children to experience each other's feelings and express themselves wishes. Comparing with the center of teachers, this strategy should spend longer time, but can induct and lead children to solve conflict. It benefits the development of children's mentalities and psychologies and transfers the contradiction. In fact, center of children supplies the thoughts from teachers for children to construct solving projects. It is the main aim of education with solving young children conflict. Teachers are subsidiary who lead children to face situations and experience the conflict, they progress children' transferred abilities and form their sharing and cooperative spirits. This is the best effective method.

Third is high authority. Teachers work with their calendars and plans, conflict solving can get rid of troubles and renew the teaching orders. Teachers who use high authority will not consider which project is accepted by both sides, and the consequence of solving cannot bring both sides together, but rather make their emotions intensified. The intensified contradiction will extend to prospective conditions.

Therefore, teachers had better not use this strategy.

C. The skills with solving conflicts of young children

Handle strategies should use skills and methods. Simple oppose and indulge means against children's speech and behaviors directly. This is a simple way. Teachers usually stare at some trouble children by prohibiting in speeches or activities.

Sometimes, teachers even repeat children' names to prevent. This is teacher using high

authority to stop the conflict but not the real skill. The opposite way is indulge which means teachers treat conflict nonchalantly and maybe they will leave it a while. It doesn't represent that teachers don't care about children's conflict but they know children will subside and solve with their experiences. Certainly, the constant conflict makes teachers bored and don't want to face it. The former way is a method but the latter way is about moralities of occupations and responsibilities.

Direct instruction used by teachers' concerned conflict much actively and timely. In this way, teachers determine wrong and right by situation and put the project for children to obey which should involve the rules of games, the language of communications, and the expressions. This is a typical way. Direct instruction mostly embodies the function of teachers, but main points of the children' do not exert. However, teachers did not lead children to learn and understand this method but impulse the development of children social skills.

Debate presenting means that teachers should lead foster children' comprehensions of conflict consciously when conflict happen. It combines clarify their minds, wishes and feelings, ensure children' rights and rules of games, and ask some questions about conflict. Actually, this is strategy of center of children. It is difficult for teachers to handle this skill. Teachers should try their best to instruct and order children directly but lead children to clarify the situation of conflict, understand the rules of game, and experience the feeling of others. All above help children to aware how to deal with conflict. The responsibilities of teachers are assistances; they need to keep on connecting problems with demands and emotions of children to help them to form

method and strategies of conflict. Debate presenting is good for children to form social skills.

Active contact emotions embody when teachers consoling children's emotions, such as smile for children, say some good language and contact body to pacify children. Teachers express moods and emotions should use speech most, they should use appropriate words with friendly and gently attitudes. Sometimes, they can put children on their legs or touch their heads to express their cares and loves. Indeed, this method used for "loser". Sometimes, they talk with one to hear his or her minds and then turn to another. Expressing emotions and contacting aim at subsiding children's emotions and help them to rebuilt the relationship with mates. This is the clearest and effective way, which based on equal relationship but not content.

Repairing relationships should consider the future problems. It means teachers have to repair the intensity of conflict. Though we thought children would not remember troubles, along with the growing, the conflicts will affect children. Teachers should lead children to deal with relationships of mates. Especially after the conflict, teachers should rebuilt the relationship between them, for examples, ask children to shake hands, give hugs or play games together which abate contradiction and advance intercourse.

III. CONCLUSIONS AND RECOMMENDATIONS

Teachers' roles refer to the different functions teachers can have in a class. The roles usually imply the relationship between the teachers and students, particularly in

terms of the autonomy the students have over their learning. In young children's second language learning, teacher's roles are significant. Young children inducted from the beginning to the end in the classroom do not have capabilities and abilities to think and manage. Based on different teaching objectives and activities, teachers should act as different roles, which include controllers, evaluators, resources, managers and promoters. Each role has advantages and disadvantages which create different affection in the English teaching process.

Teachers should adopt right demonstrations to allow students to experience more fully the information and concepts the teacher wants to impart during the lesson. Although the teacher is still the center of the action and the dispenser of knowledge, students can more easily see what they need to know and more efficiently link it to prior knowledge in their own ways. Students remember much better, what they have both heard and seen (or even touched, smelled, or tasted).

Listening is a very important teacher role, something that we do not usually think of in connection with the lecturer role, however. Listening is crucial for assessment of learning (checking comprehension and appropriate challenge level), for collaboration between teachers and students (coaching instead of just judging), and for giving students a real sense of ownership of classroom activities as well as for allowing students to articulate and internalize the learning processes. Teachers who listen can turn around and provide very effective support structures to guide students on to the next level of challenge.

Empowering is really what teaching is all about. Ironically, though, many

teachers act as if empowering student means weakening themselves and their authority as both a classroom disciplinarian and a subject-matter authority. But maybe power is like love: the more you give, the more you get.

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