**ESSAY #2**

**Describe my personal methodology as compared to my past teachers**

66th WEEKEND CLASS

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Looking back at my high school years, I had to spend a lot of time translating English into Korean and trying to analyze the structures of sentences to prepare for exams. Before 2000, English teachers in high school focused mainly on receptive things such as reading and listening skills rather than productive skills (speaking and writing skills). And this was one of the features of the Grammar Translation Method that most Korean English teachers have used for their classes.

According to the financial and political situations, we had relatively low chances to meet English speakers directly at that time. Instead, we have used translators who specialize in linking both languages (English and Korean) or e-mailed each other to communicate with. But things have been totally changed due to economical progress of our nation and rapid changes in our international position: We have been through the conclusion of FTA with several regions, we have hold the G-20, and hosted several international level events. – which has brought us the opportunity to talk directly with the world.

Taking a look at the trend of Korean SAT these days, especially English part, I am so impressed by how dynamic the exam is. The selection of words, the story of passages, the delicateness of distractors and not only these things but also their casual conversations and even questions about their life style – All I found out was the word, “Changed”. People say the level of overall difficulty for the SAT has increased. But for me, it also means the gap between school and actual English has decreased. And I think the biggest reason of feeling difficulty is that students, especially who have never been abroad, have been taught by GTM. And also the SAT asks more about verbal skills that could have been learned by the Audio-Lingual Method or the Direct Method, etc.

To be honest, I don’t think I can catch up with young and fluent native teachers who can actually give our students a variety of lectures with various teaching methods. And I know their experiences abroad will give them special prestige that not every Korean-English teacher can take advantage of. Let say I eventually get accustomed to the Direct Method so that I could lead the class 100% in English. Apart from that situation, what about pronunciation? What about natural fluency? What about cultural differences? As a non-native speaker, there are apparent barriers with native speakers as these questions imply

Unlike conventional English teachers in Korea, I can be a customized teacher who can manage the classes with proper methodologies by acknowledging those barriers, I mean, if I need a class for speaking, I can solicit a class driven by the Direct Method from teachers who have experiences abroad. And then, if teachers in the class found some flaws in students’ pronunciation, I can ask native speakers to fix them with the Audio-Lingual Method. Finally, I can be a facilitator for those who seek grammatical analysis, when it comes to preparing TOEIC, TEPS, etc.

Word count : 523