Even 2~3 year old infants learn English in Korea because English proficiency is indispensable to entering a good university and getting a job. Whether they want or not, Korean kids are exposed to all kinds of information, materials and methods including education contents and private tutoring.  But, the situation is significantly different from the days I was a child.      For many years I have been interested in studying English. My interest in pursuing this field stemmed from several factors which have affected me.  I started learning English when I entered middle school. I found it easy and interesting to study English and I really enjoyed English classes. I owed it to one of my English teachers.  My English teacher in the 1st semester was a great motivator and encourager even though I was a shy and mediocre student.  She didn’t miss my interest and eagerness in English.      However, when I was in high school, English classes were not interesting any more.  My English teachers were merely explainers. They did not give us chance to speak out.  They seemed to focus on grammar only.  The classes were so boring that most of the students including me did not pay attention.  I know it was not their fault. It was widespread practice in Korea when it comes to teaching English. Furthermore, they were not really passionate in teaching. I could feel they were just passing the time. They didn’t want to have feedback from us.    My interest in learning English was restored when I went to the States.  One of my college professors had a concert titled “The Encounter between Korean and Western Classical Music” at Carnegie Hall in September, 2001.  So,  I flew to Manhattan to see the concert and stay there for a few weeks.  Because my English was not good, I asked YMCA to arrange a tutor for me.  The tutor they introduced to me was a retired teacher. She made the comfortable setting for me to speak English and took me everywhere such as lunch with her friend, the Department of Motor Vehicles and grocery stores.  Even she invited me to her house. The way she taught me was truly different from that I experienced in high school.   As I met them again and again, English became something more than merely the object of studying.  I didn’t have to sit at the desk for hours.  English was the means for communication and part of daily life.  My English proficiency was graded not by paper tests but by my everyday encounter with others.  Those days are never-to-be-forgotten.  Last but not least, she showed respect for me as her friend and student. However, a big and tragic incident that would motivate me even further was coming.  It was the 911 Attack.  I was near the twin towers of the World Trade Center when the attack occurred. In the midst of the disaster, I saw people help each other. Though their lives were being threatened, they gave way to senior citizens, children and women.  Thanks to the help of the people I had never met before,  I managed to return home without being injured. The sense of citizenship they showed was very touching and impressive.  The experience triggered my desire to be fluent in English. It was the passage leading me to understand their way of thinking, sense of responsibility and culture. All of the experiences and memories have combined to make me realize that what is really important in teaching and learning English is not how much knowledge teachers have but how appropriately they use it, how effective methods they choose and how eager they are to understand and motivate their students.

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중요한 메일을 놓치지 않도록 강조 표시를 설정해 보세요^^ [설정변경](javascript:;)

삭제닫기스팸신고