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| Essay  “My future as a teacher of English communication”   |  |  |  | | --- | --- | --- | | **Class** | **:** | **87th Weekday TESOL** | | **Name** | **:** | **BORA ON** | |

**Introduction**

I have attended TESOL class for 6 weeks. I learned about what the teacher’s role is and how to encourage students to participate in English class. At first, I felt a little awkward because I was taught mostly in traditional style when I was a student. But it’s different now. The experience of micro-teaching raised my confidence. I will describe how my thoughts changed in various aspects based on my TESOL experience from now on.

**The change of the thought about English class**

In my first essay, I said that I did not have opportunities to communicate in English class. I usually learned grammar and useful expressions by listening teacher’s explanation and repeating after that. If I make mistakes, the teacher corrects them immediately, because accuracy is more emphasized than fluency. I also studied lexis through the dictionaries and text books. I concentrated to studying grammar and improving receptive skills to get good grades on the test. On the contrary, I could actively interact with other people in English in my TESOL class. When I do micro-teaching, I prepared the activity that can develop not only receptive skills but also productive skills. And I learned that it is better to allow for self correction by recast and correct errors after the class, not immediately and to the whole, not individually. It will make students gain self-confidence and remove anxiety.

When I was a student, most of my English teachers were an explainer using GTM. They wrote important words and grammar on the blackboard and students just took notes. So students were very passive and inactive. In contrast, I learned how to be an involver or an enabler in my TESOL class. I tried to encourage students to participate in the class and interact with each other instead of giving long explanations. I realized that I need to monitor and facilitate students to make all of them participate in communication.

I had a change of thought about the flow of English class. When I learned English in my school days, the first thing I did in class is to open the text book. And then my teacher explained what we will learn today and we memorized key words and expressions. Most of teachers did not tell why we need to learn that topic and they did not motivate us enough. But when I prepare micro-teaching, I realized that how the logical flow of class is important. So I should start with my story enthusiastically in lead-in to motivate and activate students. Because I think that students can be motivated if the teacher has authenticity. It is not a good way to ask questions to students before opening myself up to the class, because they are not ready yet. After opening myself, I will elicit today’s topic from students by asking a sequence of questions. They are autonomous and self-directed, so I must actively involve Ss in the learning process. Also, I should draw out Ss experience and knowledge and connect to the topic, because they already have relevant life experiences and knowledge. After lead-in, I should lead the class logically from pre-activity to post-activity. The logical flow of class is essential to create the conditions students might be able to learn.

Before taking TESOL class, I did not ever think that ‘The teacher is the most important visual aid in the lesson’. When I think about ‘visual aid’, only materials like pictures and worksheets come to mind. But I realized that the teacher’s attitude is really affect students’ learning. So I should enjoy my class. Only if I really enjoy my class with high energy, I can make my students be interested in the class. Also, I should raise my voice and use appropriate gestures. And I should show respect to my students by making an eye contact. My smiling can lower the affective filter and make them feel comfortable. They will improve their communicative abilities because they can participate in the class more active.

**Activities I want to use in my future**

I want to use activities that can facilitate students to communicate each other to solve the problem. First, I want to use role-play. Because students are interested in doing role-play and they can improve communicative skills by sharing their ideas. Also, they can learn how to respect each other. Second, Jigsaw and information-gap activity will be useful. Students have different information in these activities, so they should communicate to form a whole. It will also be memorable because they teach and learn each other. Third, I want to use decision-making activity. The problem has a number of possible outcomes, so students should negotiate and choose one. They can share their experience and learn how to solve the problem. Lastly, debate is also helpful to develop communicative skills. They can learn how to insist their opinion and how to persuade others.

The activities mentioned above have something in common. They are student activity-centered, so students can actively participate in the class and have enough time to speak. As a result, they can be more confident and responsible for learning. Also, the activities have high retention rates, because they are related to discussion groups/cooperative learning, experiential learning and teaching/mentoring others.

**Conclusion**

My TESOL class was very meaningful for my future as an English teacher. Above all, I could improve my confidence doing micro-teaching. And I learned what makes the effective class.

I want to become an English teacher who can create appropriate conditions for students to improve communicative abilities. I want to facilitate them to use English as means of ‘convey meaning', not for a test. So I will give them enough opportunities to participate in communication and maximize their speaking time. If they are passive in the class, they won't learn anything. I will always give them confidence by giving positive feedback even they make a mistake. Also, I will respect their opinions and consider students characteristics and needs. I hope to be an ideal English teacher who is helpful to students in my future.