We said, Korean education system got huge problems. I think it is based on the purpose of the education. Until high school, we rather studied for entering a university than useful or practical knowledge. We severely study hard to enter university as prominent as possible. Our parents believe that university graduation certificate determine their entire life. More frustrating fact is it is not wholly wrong.

 In spite of that desperate purpose, young age’s English education always focused on passing exams which was mainly done by reading tasks. They never needed speak out any English. I heard that situation have changed a lot from my generation, nevertheless we all think it is little bit far from actual using of practical English using. However, considering our own geographical situation, we are facing ironic situation. We do not use English in real life. We learn English for better opportunity such as job or overseas education.

 In my age, almost all of we were taught by traditional Grammar-Translation Method from teachers who never thought and taught about another way of teaching. During through middle to high school, we had not needed to speak out English. We only read a lot and solved examinational question repeatedly. In this case, it was no wonder all teacher’s roles was just explain the meaning of target language. The Explainer was just appropriate form of their teaching. There was no Enabler in my mid-high school English teacher.

 When I got entered university, I took practical English class, taught by a foreign teacher. It was went by Audio-Lingual Method and really practical. But still, there was problem of teacher qualification and class management. During early 2000’s , there was a lack of qualified English teacher, so that fact explains why my English teacher got gross tattoo all over the entire body. How those unskilled teachers could know class management? They did some, but have no idea about advanced class management like scaffolding, monitoring. There was huge gap between superior students and minor students. They normally grouped or paired with themselves. So we were not able to learn from other friends.

 I got a light of hope during university. It’s named JFKN English. It’s based on Audio-Lingual Method which shows news movie clip first, follow announcer’s speaking and keep doing it again and again and again. I did follow that well, eventually I could speak out English without translation of Korean to English in my mind.

 I think ALM is most effective to us considering economical cost of another useful ways. I had been Australia for one year to learn English. And I could find their system based on practical purpose and was effective. But the problem is that their approach was built on the students are using similar language with English, like German, Portuguese, and France. But, to Asian, they do not adjust that way very well. We need one more step that western people. One more translation or restructuring is needed. Therefore unlimited repeating is more effective, because it makes them think in English finally.

Supposing my assumption is right, the most ideal teacher type of speaking English to majority of our students (beginner grade) could be well prepared Involver. First, he will need interesting movie or news clip to make students to follow. Second, the teacher let students dictate that scripts and repeat and memorize it. Those sequences can be boring, so the teacher should prepare funny and fascinating materials more.

I will find expanded and developed answer in my teacher life. And from you Jayme.