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My Life As A TESOL Certified English Communication Facilitator

To begin with, it was my first time to actually teach someone in front of the class. I have taught middle school students English in Language Institute at school, but it was more of tutoring rather than giving a lesson like at school. So the teaching experience at California State University at Long Beach Kangnam TESOL Center was very helpful and gave me those insight and guideline to manage the class. It was not as strict or systematic as I have expected. However, learning basic knowledge and information of English in terms of education by TESOL instructor and participating in the class personally teaching students led me to be familiarized with teaching and be a teacher as an English communication facilitator.

Especially, Micro-Teaching was very effective for me. I did not like to speak up in public. I did not want to come into the spotlight. I become nervous and my head become all white-blank, as I do the presentation. However, a teacher cannot be like this. This kind of characteristic is the last thing that you can have when you are to be a teacher. In order to get rid of this fear, I figured out that practice was the only way. In TESOL class, I did a lot of presentation in front of the class, even in English. Even though we became to know each other and became friends, my peer teachers and I, still I was nervous and feel uncomfortable to give lessons, standing in front of them. Through this course, I was able to practice and overcome not all, but some of the fear. I have gained confidence and was able to believe in myself that I can actually be a good and talented teacher.

The thing is that I still have difficulty doing grammar lesson and I am not 100% sure which is the right and effective way to teach grammar. While doing drilling lesson and Grammar Micro-Teaching, it was hard for me to set the direction and make lesson plan. Maybe this is because I rarely have experience in teaching. One thing that I have learned by doing Micro-Teaching is that I would like to make grammar lesson in communicative way. I learned that grammar class does not have to be boring or theoretical. However, I am not sure that this would be effective in Korea as well. Korean English education put so much emphasis on the grammar that they would never understand grammar lesson can be communicative. Since this question is another level, for now I will keep on working on grammar lesson further more to figure out which would be the best one for students.

Due to the grammar-oriented educational system of Korea, I have seen many friends who were afraid of speaking in English while they were fluent in reading and listening skills, which is very irony. Based on my school experience, students just read and memorized grammar and vocabularies to learn English. We never learned how to speak or how to communicate. I am sure and everyone would aware that this is not the right way to practice English. Just as I have learned in TESOL class, students need to communicate in English in order to learn English. They communicate to learn English. I guess this is very simple rule to follow but I do not understand why this cannot be realized and accepted in public education.

I know that these days the government is employing many English speakers including natives and nonnatives as an English teacher. It would give students environment to be absorbed in English speaking class and make them feel comfortable to speak English. Still, I think there are not many opportunities for students to fully participate in the class. Perhaps, students do not have courage to speak out in the class.

To be one of the contributing English educators, I want to be a teacher who facilitates students in communicating English. So when I become a school teacher, I am thinking managing my class in ‘English Only’ way as we did in TESOL class. This is an effective English teaching method not only to improve students’ English speaking skills, but also to encourage them to speak out and share their opinions. I think I have an ability to draw out students’ possible English speaking skill. As I did in Micro-Teaching in TESOL class, I would facilitate students’ discussion. I will minimize my talking as least as possible, letting them to talk about themselves and present in front of the class. I am sure that this would provide natural environment for students to practice second language and let them to enjoy my communicative English lesson.

To summarize, I was very happy to be one of the teaching member in TESOL class. I met wonderful instructor and peer teachers, and was able to share our experiences and teaching styles. Even though I have long way to become a good teacher, I think I had one step forward on the way to be a teacher.