K131N-WK Essay Jessica

My Life As A TESOL Certified English Communication Facilitator

 My course of California State University at Long Beach Kangnam TESOL class 131 is now nearly finished and I am happy to say that I have earned and learned a lot from it. The course gave me more than just information on how to teach English. It showed me how it was done, showed me what should not be done, and gave me a chance to do it myself. I am thankful and pleased because I could feel my confidence increasing from the first micro-teaching to the second and from the second to the third. It was a good experience to gain more strategy by listening to other classmates’ microteaching however it would have been better if the listeners also knew what was done nicely and was not a good idea. Still it helped me to achieve my goals and for the last seven weeks, I have learned a lot.

 If you ask me the question, “Have your plans for teaching English changed?” my answer will be “No”. Before I started TESOL, I wished to teach English in English and not in a way that most Koreans learn. I wanted to teach English like they learned Korean. I did not want to teach my students where the subject and the verb should be and how to make a sentence in past participle. Instead I wanted the students to naturally get used to English. I was not going to ask them to memorize all the verb tenses by heart and do a quiz on writing the meaning of the word in Korean. It was because I thought that it is not the right way to learn a language. I still think the same and my plans for teaching English have not changed at all. My thoughts were exactly what the TESOL instructor told us so I still think it is the right way to teach English.

 I myself have changed and matured a lot as a result of having participated in TESOL. I did not have the slightest idea of lesson plans and how to manage the class, but in the TESOL course I was able to learn and try. I am satisfied that I now know to lead-in, elicit the students, do useful activities, and give positive feedback to students. I am also pleased to know about the lesson plan and it will surely help me a lot when I teach English. Also, my confidence has grown compared to the beginning of class. At first, when I did my micro-teaching I didn’t have enough confidence so I was anxious and nervous. I kept worrying about the students and myself. I kept thinking; ‘What if the students don’t know what they are doing?’, ‘What if they can’t catch up?’, and ‘What if I do something wrong?’ I was making eye-contact with the students, but I couldn’t see the expression on their faces because of my lack of confidence. I also spoke too fast. However after three micro-teachings I was able to lead my class the way I wanted it to be and I was able to say goodbye to my worries. My students followed the class well and I watched and cared for them successfully.

 If I teach English in the future, I would like to teach English to youngsters and grown-ups. I have studied English overseas until I was 14 years old and I strongly think that I have learned English effectively. I went to a British elementary school, learned English like the Korean students learned Korean, came back to Korea and lived here for 10 years. In Korea I did not get a lot of chances to speak and communicate in English. However I still have no problem in communicating with foreigners in English and I am also not afraid of talking with them like most Korean students because I am confident about my English. Therefore, I would like to teach youngsters so that they can learn and like English the way I do. Teaching grown-ups is another story. The children learn fast and effectively but grown-ups do not. They already have all the formula in their minds and always think of the grammar before they speak. They try to rephrase what they are going to say in perfect sentences and when they cannot, they give up and run away. So I want to teach grown-ups confidence. I want them to know that they are not bad at English.

 For both youngsters and grown-ups, I will make sure that the class is only done in English. As I wrote in my previous essay, I think that making a situation where the students can use English fluently is the crucial part. The more the students are exposed to the English, the better. Furthermore, I will not be the only one speaking in class and I will make sure that the class is highly communicative. Every student will have the chance to speak as much as I do or more than I do.

 I will make sure that my students learn English in a fun and exciting way. I will make them feel that language is just a tool of communication and not something they should fear. However, like *A Teacher’s Story*, the story I read at the beginning of class, I will not only just pass knowledge but also understand the students fully. Like Mrs. Thompson I will think of the students’ difficulties and try to solve it in a way that can affect them in a good way. I will always try to be open-minded and ready for the students. Carrying out a true education will be my first priority and I am ready to do it.