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**< My Life as a TESOL Certified English Communication Facilitator >**

I can’t believe there’s only 1 week left of the TESOL course. I feel like it’s yesterday that I had the first interview with Frank. How quickly the time flies! Now I’m going to look back my TESOL course period.

Before I decided to enroll in the TESOL course, I didn’t really wonder about objective view on my English teaching style . Because I had fine relationship with my students and I felt quiet satisfaction with their grades too. One day, I saw a video clip who teaches mathematics in an interesting way on the ‘youtube’ site by chance. Actually, I really hated to study mathematics and science when I was a student from elementary school to high school. I was good at physical education and art classes. But that teacher’s math class in the video clip was so fun. And suddenly some questions rushed upon my mind. ‘Maybe English is like my mathematics to some students. I like English but some students might hate it. Are my classes enjoyable to them? How do they feel before coming to my class? How can I teach English to them with joy and less stress? I want to teach classes that students want to be in. What should I and what can I do for that?” I searched internet and finally, I found the course called TESOL. It was an abbreviation of ‘Teaching English to speakers of Other Language’. Learn how to teach? It is always hard to be judged by someone. I was so reluctant to be judged on my teaching capability. I considered to enroll it for several days but I plucked up my mind.

Actually, I’m not that shy of strangers but at the time when I had the first presentation in front of the class, I remember I made many mistakes and the tension that I felt. Through the ‘Ice Break Activity’ I felt relaxed and I could get involved in the class with comfortable. There can be big differences due to student’s mental state. The ‘Ice Break Activity’ is not just for fun. I would do that activity at the early part of the course. I think it’s an essential activity for the students who are getting to start the class. After several classes and got to know each other, we were given a task to write an essay. The title was ‘My Dream as a Teacher of English Learners.’ It is important to make a plan and get myself sorted, systematically, but I never had a chance to think deeply and write logically about my job as an English teacher. Through the assignment, I thought about my future and made some plans. It was concerning but necessary task. After that there were micro-teaching presentations on speaking, reading and grammar. Having presentation in front of the people who became familiar didn’t seem much difficult. But it made me to realize that I need some changes in teaching style. I was habituated to do the Korean traditional school way of teaching English. I turned my eyes away to ‘student-centered class’ from ‘teacher-centered class’. There were team teaching presentation and it was my first time to teach as a team. It was the hardest part of the course but valuable that cannot easily experience now and forever. We could know our strong and weak points and complement each other. The last micro-teaching was grammar micro-teaching. Teaching grammar in English, not in Korean, looked very difficult for me. It took a long time to form an idea of making lesson plan. Making a lesson plan concerning the points I’ve learned during the course, made me expend that time, maybe. I had a change in view of planning the lesson. After every micro-teaching we wrote peer evaluation form. I was a liitle worried about others feel sore of my assessment on them. But thinking from their point of view and mine either, it is really hard to know about the problems in our teaching by ourselves. And this is that chance we don’t much have in our teaching life. We have to know our weakness first, and then we can improve it. I wrote peer evaluation sincerely and honestly. I think so did my peers. After reading my evaluations forms from them, there were several common opinions. From the peer evaluation forms, my strong points were pronunciation, volume, confidence, gesture, eye-contact with students, smile and positive feedback and so on. And they said that I need to set more communicative activities rather than completing worksheets and make class to be more student-centered. Of course I have already known student-centered learning is an effective way to make students get involved and participate in the class, but I haven’t much thought of Questioning and Learning Cycle in detail for my every English teaching class. Now, I think I will try to put the all stages of Questioning and Learning Cycle to my next class. And due to my change of view, I would make my classes to be student-centered more naturally. It was really helpful time to let me get to know about strong and weak points of my teaching style. Making and receiving evaluation forms were the most difficult but rewarding part during the TESOL course.

We are living in the rapidly and constantly changing world. Teachers must follow up the stream of times and help student to be a talented person. To do so, teachers must keep study and develop constantly rather than staying in one place. Always teachers first and suggest to students. When I grow, students will grow. Reflecting on myself about being in one place without changing, I would keep making an effort to develop myself as a teacher. Thank for the TESOL course and Frank!