Before choosing the California State University at Long Beach and Gangnam TESOL Center, there were plenty of heavy thoughts that I’ve seen myself becoming a teacher.

Because I doubted that I can teach English effectively. I thought that the people who can speak English as a mother language only qualify for teaching English.

But it was wrong. This TESOL class made me change to think differently and gave me lots of confidence and courage. Also I learned a lot of lessons from competent native TESOL teacher with peer instructors. I appreciate their dedications to teaching TESOL to me.

I learned practical TESOL skills. By practicing techniques and principles in language teaching, I could get confidence to adapt them to real teaching English to speakers of other languages in real education circumstances.

I gained precious experience while participating in the course. I felt excited when the teacher did fun ice-breakers with us and led us to enjoy our lesson. I learned from theories to practical activities.

First, I realized there are various language teaching techniques and methodologies such as GTM, DM, ALM, TPR, CLT. My memorable teachers back in school days prefer to use communicative language teaching methodology because this is the method from which other language speakers can learn second language naturally like first language. This was very different from our nation’s grammar-translation method, which isn’t suitable for attainting proficiency in speaking and listening skills of second language. I was attracted to the CLT methodology because I think that method is very effective in developing second language speaking skills in Korea.

I am planning to use CLT method to teach my students English speaking, listening, reading and grammar lessons.

Second, I learned the basics of classroom management for me as I teach my lesson. I got to know my most important job as a teacher is perhaps to create the conditions where learning can occur.

I was fascinated by eliciting. It means drawing out information, ideas etc from the students and it enabled me to start from where the learners are and then to work forward from there.

I will always use the eliciting skills before my lesson to activate and attract student interests and help my lesson procedures progress interestingly.

I also was impressed by 3 teacher types; explainer, involver, enabler. Moreover, I learned who the learners are. I came to know seven learners modes; verbal, logical, interpersonal etc and how to assess students’ level from advance to beginner and learner retention, which can help me decide the appropriate teaching techniques for students to remember what they are taught well such as live demonstration, discussion groups, cooperative learning, teaching and mentoring others, experimental learning. With that knowledge, I will be able to determine effective teaching methodology and techniques depending on the learner’s styles and level. I decided to become enabler, inspiring, facilitating students’ leadership while creating the conditions to help students by autonomous learners.

Furthermore, I have studied English vocabulary in various ways, Korean teachers making students memorize tons of words and testing the translated meaning and spelling. But I realized I will have to teach only active vocabulary rather than passive words and key words and help them guess at or figure out words contained in the text or listening material and I will follow the steps of teaching vocabulary that I learned from TESOL teacher.

Besides, I learned principals of positive error correction. Before I took TESOL course, I thought error negative and must be corrected instantly. Now, I will perform error correction positively. When I notice students make error, I will see it positively as indication of what they still need to be taught, and consider it natural and unavoidable part of the learning process. I will encourage and praise by focusing what they did right, not what they did wrong.

In addition, I learned the importance of giving student friendly instructions. When I was young, my class was teacher centered, lecture based, learning environment. But modern classrooms are changing. They are using student based method and class is productive based I came to know necessary things in giving clear instructions. I need to plan the instruction explicitly and get students to pay attention before beginning the explanation. I will need to speak clearly and be explicit and use clear instructions and use only English. I will show and tell and I also will remember, “The teacher must be first and the teacher should never ask students to do anything that they are not willing to do. “ I will always check the students have understood my instructions before starting the lesson.

Also the several micro-teaching that I have done were a tremendous experience.

I learned how to write lesson plan. It helped me to be clear about what I want to do. Although it took a lot of time and energy to prepare detailed written plans, I realized that planning is essentially a thinking skill. Planning is imagining the lesson before it happens.

The time that I tried micro-teaching is kind of gift for me. There is nowhere for me to try lessons out logically and get professional feedback about my class without any judgement. Because of the micro-teaching I had a chance to look into myself. It is really good for me to have insight.

Like I have learnt, I will try to understand the students and communicate with them if I have opportunity to teach them. I deeply understand them and I agree with their feeling about learning English because I have gone through the student’s role learning English for many years. I’m still learning and studying though.

I really want to be a good English teacher who inspires and affects students.

I don’t want them to be under pressure when they study and learn English. We have to carefully avoid stressing them out. The classes have to be stress free. My future students will naturally acquire English by various communications and effective interactions with the teacher and other students every day. A method of teaching English in Korea is not effective for students. I don't think people are really aware of how ineffective it is. Because the people still pay attention to the test to get a good job and when someone tries to speak English they too much focus on how someone’s English is grammatically correct. It is not really good way to deal with English observing or monitoring. All the passive presence rejects good English communication.

We have to consider developing the contents effectively. Students learn English to communicate. First of all, I will encourage students to achieve their interests in English. If I try to elicit their opinions and thoughts, they will open their minds and be interested in expressing something in English. Everybody thinks and agrees learning English is necessary and mandatory in Korea. That means we basically have people’s needs of English and they demand good quality of English education. The irony is that even though the people want to get a good English education, they don’t seem to consider what the most effective way of getting an English education is. That’s why it is important to encourage them to pull out their interests. It’s going to be the first step to approach the students then, I believe that their interests of English will occur shortly thereafter.

I will constantly explain and make students lead each other. I will never force them to memorize. I will give them different examples and situations to understand it. When the students have confidence they will be energetic and have positive thinking about English. By only small changes, students can be changed in terms of attitude facing English.