Experience of two types of teachers Kaychan Park

One of the aspects I have learned in the recent class is to answer to questions: who and where would I have been in the learning process. Particularly, what sorts of intelligence have I developed before I knew them? Some of Malcolm Knowles’ theory and principles on adult learners fascinate me. It is an encouragement to someone like me as I chew the cud of Hebrew and Russian learning.

1. Effective points

Hebrew ones teach not only realistically by starting tangible objects first but also surprise by remembering some ridiculously difficult student names from Asia countries. It is a tremendous power to build rapport between them and us. It is impressive that Russian teachers try to make logically consistent in the class to help students overcome the complexity of grammar. However, Israeli teachers naturally give back a reasonable compliment first e.g. “good question or excellent” before answering our questions, which finally lead us to ‘Constructive and Specific Feedback’ as you would expect. On the other hand, I am impressed on how diligently they stimulate us to bring life stories or experience to Hebrew learning process through Interpersonal and Intrapersonal activities, e.g. interviews or journal writing. Obviously, they want to mingle our life experience from family, work, and study with Hebrew learning. Moreover, inviting some guest speakers is facilitating reflective learning opportunities and activities for us because they share not only their specialties but also the real experience as we have.

2. Ineffective points

I think that Russian language teachers are still traditional partly because of its grammar-centered language characteristics but either a Hebrew or a Russian teacher is fundamentally in between explainers and involvers as broad as everyone is long. As far as I have experienced the Russian teachers may have a good character but are not regarded as the best ones because they do not know how to integrate their teachings with students’ life experience skillfully. However, Some of Hebrew teachers have got confused about giving answers because many questions are hotter in participation by students, which is “a lack of classroom management”, the signal of a bad teacher. In the language learning cases, teachers are still put in the center but the student is busy to catch up what they present. I believe there are so many good and enjoyable memories in the language learning but there is still ineffective way of teaching. The most unsuccessful reason in the language teaching may be excessive stress on the grammar study. It is incorrect to avoid studying grammar but the bias to that may be destructive toward the self-motivated study.

Therefore, I claim that the most ineffective teacher would be the one who heavily focus on the grammar. This weighty grammar teaching with traditional methodology may also damage the students’ participation in the class as well. Unfortunately, it may be still true that in many cases “language systems and skills” are ignored as they focus on the grammar teaching. I saw that that caused students fall into stopovers in the middle of the course. I also cannot help pointing that some teachers demand home works every weekend, which I think absurd. However, I strongly believe a fine teacher is not the one who teaches many years but the one who knows how to bring out the best in students.