Essay #1 – Language and Learning Module.

There are three categories of teaching styles; Explainer, Involver and Enabler. Explainer is defined to be a teacher who relies on explanation or lecture to convey information while enabler implies a teacher who creates conditions for autonomous learning through students. Involver is a teacher who combines both skills of explainer and enabler. In addition to teaching styles, there are three characteristics of language learning modes as well; Visual, Auditory and Tactile-Kinesthetic. Visual is sensitive to words that are presented visually whereas auditory is sensitive to sound that are presented verbally. Also, tactile-kinesthetic relies on direct movement in what they are learning. All learning and teaching styles cannot be judged right or wrong; however, the students should have preference of how they are taught. I am going to compare my effective Chinese speaking class from university in China, Beijing, and ineffective Korean writing class from high school in America, California, accordance of Language and Learning modules.

The Chinese speaking teacher, an involver according to the definition of Language and Learning module, combined visual, auditory and tactile-kinesthetic techniques to teach Chinese while I was studying abroad in China, Beijing. First, he used visual and auditory tools by having us guessed the definition from the sentences and discussed our thoughts. Then, by supporting an auditory tool, he told us more sentences using the words so that we would be able to check our guess. When we concluded our own meaning of the words, he told us definitions from the dictionary, as using both visual and auditory tools. Next, by adding an additional usage of visual tool, we created several sentences to make sure we could apply the words to a right situation. At last, by using tactile-kinesthetic tool, we presented a play in order to introduce our understanding to other students. His teaching skill was effective and helpful to learn Chinese as a Korean who did not have any background of Chinese culture because he found appropriate and interesting activities to involve students.

The Korean writing teacher, who represented to be an explainer, directly applied only visual skill to teach Korean. From the beginning of the semester until the end, she was not a teacher but a “boring” story teller who explained to convey information on Korean. I took Korean writing class just for second language class credit while I was in high school in America. When the teacher entered the classroom each time, she started writing notes on the board so that we would be able to copy her lecture. Once we finished taking the notes that are described in her own way, she told us where to highlight the “important” information from the textbook so that we could be scored on 100 percent on the exam. Then, she presented her lecture as if she was “delivering” the information. Her teacher-centered teaching skill was ineffective and unhelpful as a science person who was not familiar with writing at all. Even though she was well aware of writing knowledge, her traditional teaching was not able to support her ability to “communicate” the information to the students.

There are definitely no right or wrong skill of teaching and learning. The explainer, involver, enabler teachers are defined depending on their teaching tools; whereas visual, auditory and tactile-kinesthetic techniques are categorized on characteristics of abilities of learning and teaching. The involver language teacher who would be able to apply visual, auditory and tactile-kinesthetic teaching skill appropriately produced my desire in Chinese speaking while I study abroad in China. Opposite to Chinese speaking teacher, Korean writing teacher in America was unproductive to build writing skill in Korean because her teaching skill was just one way, from the teacher to the students.