When I recall my own language teacher, I find it hard to recall details of any specific lessons, but I can recall how I felt in the class and how was the teaching to me.

When I was first grade of middle school, I had none of English knowledge. I was so nervous that I couldn’t even breathe well. But first English teacher of my life, she made me easily access to English like a music at first. And she conducted our class just as an orchestra. She made groups, and named every group spellings and words. From sound, letter, phrase to sentence, she ran variety activities, so that we could make a sentence using name of each group. She elicited great response of students. We participated in class autonomously. As a result, we could not only understand structures of sentence, but also use them. Pretty soon I became interested in learning English. Furthermore, She was open minded and incredibly passionate in teaching. She tried to lead all students participate activity in the class through various teaching methods. She made the impossible to be possible. I think that’s why she first of all concentrated on students and what their needs were. She understood the importance of establishing a close rapport with students. She enabled very new beginner like me to learn for myself. When I think back on her class, it was teaching of enabler. My first impression of English learning is so great that I can be eager to learn more and more, even want to teach English.

On the other hand, my worst teacher was at my second grade of high school. Her English teaching was only explaining. There was no feedback, no activities, and was not considered for learners’ characteristics. Student’s responses and requirements were ignored by her monotonous teaching. She gave some homework to memorize words and to read paragraphs in advance. Of course, I understand that her traditional teaching is the way in order to preparing college entrance exam. Even though I memorized a vast store of vocabulary, but I couldn’t use them at all. I realized that student learning language needs knowledge of grammar and vocabulary, that is in order to be able to use language successfully and communicate with other people. She was an explainer. Her class was not motivated to study enthusiastically. Student got more passive. Even student’s aim toward learning English was fade away gradually. She did all talking, it became a time of nodding off. Regarding an ineffective result, it seemed that I make an excuse, which lay the blame to teacher, but I felt most regrettable.

 Through the two extremely different types of teachers, I thought about language teaching more deeply. It is not so simple as I had thought. Besides the techniques, skills and methodology, the rapport with students and the atmosphere of class should be more considered well. In order to improve the quality of the relationship with student in the classroom, teacher do not need to learn new techniques, but need to look closely at what teacher really wants for students, how teacher really feels about them. It is attitude and student-centered mind rather than methodology that teacher may need to work on. As what we leaned and discussed in the TESOL class, teacher should be aware of every student’s intelligence and make a good atmosphere, which attract voluntary participation from students in class through various activities. In order to do so, teacher may also become a student, who keeps studying about methodology and preparing for class with focusing on student, who is taught effectively. Finally teacher can enable learner to be teacher, who is leading class. I have taught Chinese for 17 years, but I really want to put off clothe of old teaching style. Through learning of TESOL course, I expect that I put on new one, not only prepare for class, but also share it with learners closely in order to build them up by themselves.