**My Future Adventure as a Teacher of Young English Learners**

**KTC 183 Final Essay Seul Ki Lee**

 Three months have already almost passed since I joined the TESOL for Children certification program class certified by the California State University Long Beach Office of Continuing and Professional Education Times Media. Time has really gone fast during these days, with having lots of joy, enlightenment, laughter in class, and also many unsleepable nights of work and preparation.

 How can I describe the experience in a few words? To sum it up, it was love. Love was in the air in our classroom all the time. Not the love that you can easily spot in Korean dramas, but it was strong friendship between colleagues and total respect between student and teacher. We started off as six individuals having all different backgrounds but the three months of TESOL class made us become one team with such magical chemistry between us.

 We usually started the class by each student taking turns in control of an activity a day. To become an activity teacher and occupy everyone’s time made us very responsible and we enjoyed it in full extent. It was a good warm-up activity for us to get mentally prepared for microteaching in later classes, and a good ice-breaking time too. It could be easily adapted and used in real class later on.

 The mid-term was probably the first and the last ‘test’ we had in our classroom in traditional way, but it was totally different from the tests we used to take. It was not the English information we tested whether it’s right or wrong, but it was all about how we take the educational philosophy and methodology adapted into real class. We have learned ‘how’ to become a real teacher of young English learners, not just learning ‘what’ to teach to young English learners.

 It was a great pleasure to have a passionate teacher and friendly colleagues, and I learned a lot from just being part of the class. I could see that all students have different strength and weakness, various multi-intelligence within class, just like what the real class would be. Some had talent with presentation, some with lesson structure, some with creative ideas, some with art and crafts for preparing materials, some with creating friendly atmosphere. The best thing was that we could all learn from each other and complement in class.

 The ‘English Only in Class’ policy really worked well with us, because everyone was openly, actively participating in class and yet it was all done in English. Some struggled harder than others with presentation and standing in front of class due to shyness and limited English speaking, but as time went by, they grew more confident and even their English had improved a lot. I think that would be the ideal English class even for young learners.

 We had so many memorable presentations and microteaching, not only memorable about my own work done but also by participating as a young learner for peer evaluation. It helped me to gain insight on what my uniqueness are, get practical activity and lesson tips from peers, what I can do to improve in what aspect. I could see how it would be like for teaching the topic in class.

 Presenting My Monster was the kick-off. I had a strong ideal concept from the beginning that I wanted to materialize, but there were many realistic constraints that I had to give up the plan and bend my original idea. I think that would happen a lot in real life class too, for having class day to day, it’s difficult to keep up the ideal concept. During the preparation, I have learned what I should focus more to achieve my object and aims in class, in some aspect distinguish my personal urge due to limited time and resources.

 Presenting Song and Dance, we learned the strong impact songs can have on learning language. Some melodies and lyrics that we handled still play again and again in my head, and I can easily sing it out myself. I could see that teaching a song to a young learner can be totally different that teaching it to an adult. That was a challenge, but we could come up with various ways to make it more enjoyable.

 Presenting My Puppet, I got a lesson that too much is no better than too little. Because I was determined to focus on using ready-made puppet instead of making my own, ( I had to admit that I am no good at making materials by my hand, at least at this point right now ) I wanted to come up with various activities that students can enjoy. It was a failure in time management, and I could imagine my future students of young English learners would have shorter span of concentration. Instead of bringing up every theme on stage, it would be much better to focus on one or two things they can enjoy and still remember going back home.

 Also I got a lesson that no matter how much you have prepared for your class, it’s always more important to check on how much students are willing to do and adjust the level with flexibility. In that way, the class would be more alive and meaningful to students and also teacher herself. There should be no pressure in covering the lesson complete if it’s not ready.

 Conducting lesson plan and preparing for micro-teaching became easier and quicker as I practiced, and I found out that the real class never goes exactly as I planned ahead. I tend to change things in the last few days or hours before class, so I keep my options wide open for new better ideas for use. I would make sure to keep my lesson plan up to date after class, to compare what I have planned and what I had actually done during class.

 After all the fun we had in class, I got to put down my own seriousness a bit. I am looking forward to my future adventure as a teacher of young English learners to be also full of fun and excitement, since now I have my ideal class in mind which I have experienced myself for these three months.

 I want my students to enjoy speaking English, want to learn English to better communicate with their peers, want to read more books and express their feelings and thoughts, share their experience freely with no barrier in mind. I want my students to help each other out rather than compete against each other for grades. It would be my duty to monitor and facilitate the classroom atmosphere the way I want it to be. And the happy thing is, even for all the hardships I can predict for the upcoming future, I feel pretty much confident about it!