**Describe your own personal methodology as reflected from your past experience learning English**

 I have been learning English since I was in Elementary school. Learning English has been considered as a very important thing in Korea. Public school taught us English from 6th grade but most of the students had already learned it before they entered the school by a private teacher. I also had a private English teacher when I was 6 years old. She called me every morning except weekends and visited my house once a week just for 30 minutes. I had to listen to English cassette tapes, reading an English fairy-tale book. When my teacher visited me, I had to read the books loudly and I was tested for some vocabulary. Then my teacher corrected what I misread and misspelt words. It might be effective but I was so bored to listen to the tapes and repeat alone without my teacher. It was very short time to learn from my teacher. The teacher always said to me, “This tape is your actual teacher not me. I am just a guide. So you have to listen to it every day.” But it was not effective at all for me. I needed my real English teacher at that time.

 Several years later, I entered middle-school, where I started to learn English in earnest. I learned English three times a week. Our textbook consisted of 12 chapters. The main part was reading passage and there also some grammar parts and speaking & writing parts. At the beginning of the class, teacher let us memorize some vocabulary in the passage. And then each of us called on to read a few lines from the passage. Our fundamental purpose of learning English in school was to be able to read literature written in it. Literary language was superior to spoken language. After the student who was pointed out to read it had finished reading, she was asked to translate the few lines she had just read into Korean. If a student could translate English in to Korean well, she was considered a successful English learner. If she was wrong, the teacher corrected her in Korean. The whole class always went off in Korean. The teacher asked us some questions in Korean and we also answered in Korean. For example, She asked us “이 글의 중심문장이 무엇이지?” (What is the main sentence in this paragraph?) then, we asked “첫 번째 문장이요.” (That is the 1st sentence.) And teacher put more weigh to explain grammar than speaking or writing skill, of course, by using Korean. She let us memorize some grammar rules used in the passage. In this way, I learned English in school.

It is certain that it’s effective way to learn grammar, vocabulary and to improve my reading ability. But it’s hardly effective to be able to speak and listen to English. Because the primary skills to be developed are reading and writing and little attention is given to speaking and listening, and almost none to pronunciation. Furthermore, pronunciation of most teachers was so poor. They spoke English like Korean.

If I become an English teacher, I want to teach my students more than written English. I wish my students can not only read and write, but also speak and listen to English very well. In order to do that, I will use various methods to teach my students. I will use various practical readings like articles, columns, speeches or essays rather than literatures. I will distribute one of them and let the students read it. I’ll tell the students to underline the main idea or opinion and to say why they think that is the main sentence in English. It will be communicatively competent. I will make up some groups and let them try to state the writer’s intention in different words. I will let the students unscramble the sentences of the article. They must learn about cohesion and coherence, those properties of language which bind the sentences together from it. I will also make them play a language game. It can be stimulated to take an interest in class. The students will be asked how they feel about the article to give them an opportunity to express their ideas and opinions. If a student makes an error, I and other students will ignore it because this activity is working on fluency. I will simply note the error, which he will return to at a later point. Then I will give each group of students a strip story and a task to perform. If needed, the students are to do a role play. After the role play is finished, I will let the students elicit relevant vocabulary. The grammar and vocabulary that the students learn follow from the function, situational context, and the roles of the interlocutors. For their homework, I will let the students are to listen to a debate on the radio or watch it on TV to give them opportunities to listen to English as it is used in authentic communication. Likewise I will teach my students more practically and interestingly.