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Essay #2. Describe your personal methodology as compared to your past teachers. How will you teach statistically depends on how I was taught?

If you ask someone who graduated normal high school in Korea, “How was your English class at school? What do you feel about the way you were taught?” Perhaps, it might not that hard to get the answer that his or her class was too biased toward reading, translating and that would let them feel uninteresting to learn English. Fortunately, there’s been a movement to try to make a change of public English education system for recent years. It, however, seems that they have a long way to go, yet. The class is still remained of old methods; one-way teaching, too much TTT(teacher talk time), test-oriented….etc. That means, most Korean students have been taught in the way of GTM(Grammar Translation Method) so far and they’ve accustomed themselves to it. With this circumstance, then, how should I teach the students and what kinds of methods can I consider, as compared to the past classes or teachers I experienced?

First, I would like to re-set the goal of learning English; fluency, not as the same as the traditional method’s; accuracy. Unlike the GTM, in which, the class tends to be heavily weighed on reading and translating than honing other skills, DM(Direct Method) emphasizes the value of oral training, giving sufficient practices in listening to the language and then speaking it. Although all of the language skills including reading, writing are to be equally mattered, I think the internal ability of students cannot be revealed without fluency in speech. According to DM, in addition, English is taught through English (demonstration and conversation in context). It is based on the assumption that the learner should experience the new language in the same way as students experienced their mother tongue. In the GTM, the foreign concept or idea is first translated into the mother tongue and then understood, as I was taught in middle & high school. DM, therefore, seems to be more natural way of learning a foreign language and students can converse in English with ease.

Second, I want to teach English by use, not by rule. I do not favor the teaching of word or formal grammar by teacher’s explanation sorely. Rather, I prefer demonstrating the uses of the word or grammar first by using visual or lingual sources; for example, showing pictures, playing the record. And then, students can work individually or by a group to find out the meaning of word and uses of grammar. This is similar with ALM(Audio-Lingual Method) in terms of using media tools. I, however, don’t want to follow the same techniques as ALM’s. This method concentrates on repetition and drilling to retain the knowledge, but I want to have my students to communicate each other by using a game or problem-solving task to get the idea or knowledge. Here, I’ve got an episode. I was a senior in Hyo-Sung elementary school and it was English class. My teacher put three pictures on the board; giving a hand, hug, and laugh/cry. She asked us, “What do they represent?” We, students, were divided into a few groups and had a talk in English to find out what they are implied. Many funny, creative answers were come out. We finally said, ‘friendship’, and it was right. We were noisy and sometimes gave ridiculous answers, though, we got fully participated in the class and had a fun. Above all, we felt the real ‘friendship’ during the talk time in class. I am very fond of this way of teaching; speaking emphasized, like the CLT(Communicative Language Teaching) method. Teachers can get positive responses from students, this is also better way for learners to memorize new words or phrases.

Third, I would like to maximize the students’ role in class than teacher’s. In the teacher-centered class, students hardly catch the opportunity to show what they think and feel regarding the lesson, unless they are asked. Meanwhile, if the students’ role is substantial, they can express their opinions, feelings more frequently and improve their learning performance as well.

In conclusion, I want my class to come alive and active. I don’t want to be seen as a director or an authoritarian. Students are the main actor and actress of the class, teacher is simply supporting role for them. Therefore, I will give more opportunity for students to have a talk and show their minds in the class and want them to manage their own learning by themselves at the end.