72nd/ Essay1/ Lily

When I got this essay assignment, I went back several years. I had experienced several kinds

of English institutes which focused on improving speaking skills.

Among those kinds of institutes, I'll write this essay about the experience at the institute I

attended much longer than any others. And among teachers who taught me English, I'd like to

start writing on Sandra, who is Austrailan. I’d like to say the experience with her was

successful. Because I’m sure that my English ability has been improving since that time.

 When I first registered at the institute, I had to attend level 1 class. There were 6 levels.

If I did well to be in upper level for 2 months, I could register for the level 2 class in the

institute. I did well for 6 months and then I could be in level 4class.

Sandra is the teacher who taught me English when I was in level 4 class. At that time I was

really interested in developing fluency in English. I could listen to teacher's words and also

understand them though not perfectly. After entering the institute on time, students had to

practice words' pronunciation, do sentence repetiton and repeat after the native

speaker for 50 minutes through the audio system equipped well for each individual. There was

no teacher, no teaching and no forcing. As an adult learners, we all were such autonomous,

self-directed, oriented people that we could be aware of what to do, and how to do it well. Of

course, there were rules we had to keep in mind and we could be responsible for our wrong

actions. After finishing individual work there, we were supposed to move to another class

where were a lot of desks, chairs and a board. There were 15-16 available seats in two rows,

we had to face a teacher till before starting group activities. Sandra was an involver. She

knew the subject she had to input that day very well and introduced a variety of activities

after finishing explaining briefly about grammar, and pronunciation.

Sometimes she made us listen to the audio cassette to lead us to pronounce well, distinguish

the sound of r and l or b and v. She would draw a picture on the board to let us know the

tongue's position. Through those kinds of methodologies, we were becoming active

participants. Then we had to make sentences looking at picture cards. She gave us enough

time to practice making them, and then had us say the sentences in a loud voice. When

students sometimes told wrong answers, she encouraged the person to keep going rather

than scolding the student. I think she showed us respect as we were adult students. Obviously, she

focused on students' learning not her teaching. Then we had English conversation time in

pairs or groups talking about 10-15questions. This time always made me nervous. So I used to

practice speaking about predictable answers to those questions in advance. I'm sure my

English ability was really improved by going through these processes.

By learning TESOL, I realized several things. To be a great teacher I'll make an effort. Before

starting the class I'll continue to make academic researches to meet my students' various

needs. During the class I'll give my students a conviction of successful class respecting them.

And also I'll be careful about reactions of them judging what kinds of teaching skills are

effective. After finishing the class I'll look back to my behavior giving feedback to myself.