Since the importance of English is well known to everyone, the qualification of English teacher and the teaching methodology has been a big issue in English second language region. It is true that the effectiveness of learning English is different depending on the types of teaching and it decides the teacher’s qualification, so it is important to think first based on what they would teach. Through my past experience of learning English in my high school time, I could learn that a teacher’s role as an ‘enabler’ can maximize the student English acquisition in driving interests and retaining knowledge, by making autonomous learning atmosphere and guiding or counseling them with people skill.

 I have an unforgettable memory in learning English which made me learn how important building rapport and giving students self- motivation and confidence is in the classroom. I believe that it has been a substantial foundation of my English. In my school time, we learned English for 6 years during secondary school days. I have met many English teachers during the period; however, most of experiences that I learned English from them are actually very similar so that I can hardly distinguish each teacher from classes in my memory. They all did Jug and mug teaching that they explained a hundreds of grammar rules by writing them on the blackboard and we just listened, taking notes since Korean education has been more focused on test based evaluation. In spite of this traditional Korean educational system, an English teacher on my grade 11 tried to teach very innovatively and it was very lucky for me to learn English from her.

When she came into class first time, she tried to make a friendly atmosphere by telling very openly the students how she had been bad at English and got interested in it with her own unique humor. The story was very funny, so the student ears were more opened to whatever she said. I believed she tried to make the students confident and motivated to study English because English is generally a very reluctant subject for Korean students, so it is very natural that tensed atmosphere is created in the class. After the first class, students started to get a friendly impression about her and it led students to be interested in her new teaching methods.

For example, she showed the translated lyric of very popular Korean dance music of that time into English. Then, she asked all the students to stand up from chairs and played the song. The students spontaneously started to follow the English lyrics and the teacher cheered up to dance with the music. The students got very excited and asked the teacher to repeat it over and over. As a result, students were not afraid of opening their mouth for speaking English and could memorize the functions by the interesting way. It was a good chance to change the static class atmosphere to the dynamic. It also helped the students to be comfortable to new and different way of English learning, which is not just sitting and inputting information into the brain.

When she taught Grammar part and vocabulary, she used very unique method that the students had never tried before. She made the students search and study the targeted rule on their own by making a pair in group and help each other to know the weak part better. After each group had a clear idea about the part, they also taught it to the rest of class. ‘To infinitives ‘that I have always had a confidence about was known clearly through the time. It was also an effective way to know many derivatives from a word. I can surely say that most of vocabularies and grammar rules I know now have been retained since that time.

The most meaningful project which taught us English is not only about reading comprehension and grammar but importance of speaking was doing Shakespeare play ‘Romeo and Juliet’. She just gave a guideline how to figure out the script and organize the play. After then, she gave tips or consulting when students needed. Actually, it was impossible to do this kind of activity in English class because class should be more focused to improve skills for getting a good score in paper test. The students could acquire the natural ways of expressing in English with good intonation, accents and situational English expressions (discourse) from the preparation to acting.

As I described above, she played a role as an enabler teacher in her class. Even though she couldn’t make those activities or showed all her methodologies every class because of Korean educational problem, her try was very successful to draw the students’ interest in English and improve student English skill better by creating conditions for autonomous learning. I think her interpersonal skill, especially, worked well for student to react positively. Through the experience, I also started to like English and could have bigger picture for my future that I wanted to work internationally, using English.

 To be summarized, the ability to involve students in class using various techniques and activities with people skills are very important in teaching English because the students have different levels of English, characteristics and interests. Since I experienced the effective class and learned the importance, I plan to teach English more based on the student shoes. I will try my best to figure out students’ characteristics, perspectives, and the level of interests, not to have judgmental eyes for them and to counsel them when needed. Also, Constant effort to study and create activities will be put for building rapport and applying them properly according to students’ intelligence. When these are carried out at once, I believe I can be well qualified to teach the student English as a second language.,