79th wk Christina ( Jung Hae Jung)

Allen

Essay #1

**My English Class Experience in middle school 20years ago**

This is my first essay in English latest. After I graduated from University in 2000. I didn't write essays for a long time. Writing Essay in English made my shoulder put much burden. I get nervous but have a throb in my heart because I am interested in English. Also I know I could make many mistakes. In spite of it, I try to enjoy writing this.

Back to the past, I want to come back to my English class in middle school. In front of about 50 students, A male teacher is holding up an English textbook in his left hand. His other hand was put in his pants' right pocket. The English teacher is reading one chapter and then translating and explaining grammar. On the other hand, some students are listening him well. Other students are thinking of their girlfriends or boyfriends or other things. The others are sleeping, pillowing their heads on their arms on the desk.

He was a chalk and talk, jug and mug, lecture based style teacher.

We sat there and listened. Our individual work was just a textbook.

He focused on receptive skills, listening and reading. The class is T-centered, and S-participation. It has Phonology, Lexis, Grammar except function and discourse. I learned reading, listening through this class but I could rarely study writing and speaking, productive skills. Because of this condition, I couldn't speak and write in English despite learning English for 10 years.

And my classmates and I have different characteristics. I advanced Intrapersonal intelligence more than other seven intelligences. Other students would develop Verbal/Linguistic Intelligence, Logical/Mathematical Intelligence, Visual/Spatial Intelligence, Musical Intelligence, Bodily/Kinesthetic Intelligence, Interpersonal Intelligence and Naturalist Intelligence. But, without considering our intelligences, we received education at that time. Probably until now, many students might educated in this way. I don't know exactly about real face of schools these days.

In my middle school English class we just studied with Verbal/Linguistic Intelligence, with auditory mode, listening and reading skills.

In listening skill also, not native speaker's intonation but just teachers' Korean English accent, we learned. In the future, we had better use Visual and Tactile-Kinesthetic modes more, too.

Also, in only one class, we had about 50 students. Eventually we had 50 different levels. Some would be upper/high Intermediate, Intermediate, advanced and the others would be false beginner, beginner, low/pre intermediate and elementary high beginner. I think that those days, because our country was poorer than now, we didn't have many classrooms, many skillful, high-level educated teachers. I understand some parts.

My old English teacher was an explainer. He taught me English kindly explaining or lecturing to convey information. Students mostly listened and took notes. I think the teaching style is kind of boring. Over and over again, I am saying negatively about my teacher's style. The teacher was kind and taught us hard. So, I am so sorry about him. But, in the past, almost all of teachers were the traditional explainers. Nowadays, Industry was developed, though economy of the inside and outside is not good, we had enough men of talent to teach students better teaching skills and better techniques. So, the future of English education is brighter than before.

If my English teachers hadn't been explainers but involvers from middle to high school, what could have I changed? Perhaps, I could speak and write better. It is natural. The involvers would use a variety of techniques including explanation and try to involve me actively.

Also, if they had been enablers, I could have spoken and written English much better than now. Enablers could know subject, methodology and aware of how I was feeling. They would share or give control to me. They would foster and be counselors for me.

I want to say about learner retention rates. My old teacher lectured and we learned with reading and listening skills. The lecture is 5% retention rates, and reading is 10%. So, after English class, I could rarely remember the textbook's contents. If he used audio-visual skill, I could have remembered 20%. Discussion group/cooperative learning is 75%. Experiential learning is 80%. Teaching/mentoring others is 90%.

Now, I'd like to talk about effective teaching. My teacher's merit is showing respect. He was good and was concerned about me. It was remained in my memory. In this view, I love to tell about my church teacher even though she isn't an English teacher. Because she really listened to me and helped a lot. We had meals many times. I learned many things from her. She was enthusiastic with my problems as well as patient with my mistakes. There are many effective teaching charateristics. Actually teachers can't do all of these. Just teachers try to do their best.

As an English teacher, from now on, I'd like to show respect to students first of all. Second, I want to be really listen to them. Third, I love to empathize with their problems. Finally, I would try to be an enabler to foster many students to enjoy English by themselves with this English skills which I have learned in Tesol.