Don't Settle Keep

Being Involvers

My Second Language Acquisition Experience

Essay by

Student : Eun-Young Jang (Dorothy)

Instructor : Benjamin Valencia

Class number: TESOL 98nd WD

Mach 20th 2014

Word count : 650

"Getting things done is not always what is most important. There is value in allowing others to learn, even if the task is not accomplished as quickly, efficiently or effectively."

- R.D. Clyde

When I know the topic of the essay, I looked back on my English teachers in my life. I had to think about that for a while because I couldn’t quite remember them. Why I couldn’t recall them for a long time? I got the answer soon since they were usually explainers. They usually use “Chalk and Talk” However, my view of learning English has been changed since I met one of my English teachers.

English teachers who taught me in South Korea were all explainers. Traditional teachers in Korea usually make students read textbooks and interpret the meaning of sentences or explain grammar. Teachers just focused on reception skills: reading and listening. I couldn’t get any chance to improve productive skills: speaking and writing. Korean English teachers also didn’t give me any chance to do activities or group work but it changed a lot when I went to CIA academe which is in Bagio in the Philippines for three months to study English. I am sure to say that Haley who taught me English in the Philippines was an involver. In her class, I did free practice activities include pair work, group work, role plays. She also identified students who did not understand the lesson. What’s more, she had more time to work closely with poor and shy students.

As I’ve explained above, traditional teachers usually use ‘Chalk and Talk’. They largely focus on a functional procedure which focuses on skills and areas of knowledge in isolation. It makes students bored so that students can’t concentrate on what they learn. In a traditional classroom in Korea, there were usually anywhere from thirty to forty students and one teacher. It was just teacher-centred and is simply impossible for one person to give each student the one-on-one attention or instruction that may be required. Fortunately, it is getting better in modern classroom in South Korea. Unlike traditional classrooms, modern classrooms are much more student-centred. Instructor's main role is to help learning to happen, which includes “involving” students in what is going on “by enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate, talk, interact, and do things. Teachers try not only to focus on receptive skills but also start to focus on productive skills in modern classrooms.

For effective teaching, Haley knew the subject matter that is being dealt with. However, Haley was familiar with teaching methodology as well so she was able to use appropriate teaching and organisational procedures and techniques to help me learn about the subject matter. She was alwayse well-prepared teacher; it means that before teaching, she probably spent much time on preparing for lessons adding more free practice activities include pair work, group work, roles play. She also tried to find more interesting activities for students and she actively involved with students. Haley also identified me whether I understand the lesson or not. Because of her, I could improve a lot and had confidence to speak English.

In conclusion, I would like to be considered as an involver because I would like to be a teacher who knows the subject very well and also a teacher who is able to understand teaching methodology and able to use appropriate teaching and organizational procedures and techniques to help my students learn about their subject matter. Moreover, I will try to involve the students actively and put a great deal of effort into finding appropriate and interesting activities and control over the classroom to help all students equally.