**Essay Assignment 1**

'My Dream as a Teacher of English Communication Students'

Daun Elementary School

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I used to be a 6 graders' homeroom teacher. As a homeroom teacher, I had influenced a lot on my students. I told my students about Korea's ancient history and students were so proud of themselves as Koreans. "Hong Ik Spirit" in Korean history inspired each student to grow as a better person for all mankind on earth. That motivated them to study for themselves, their country, and the world. I believed that teaching is my calling.

However, everything changed one day. When the school forced me to be an English teacher, I felt like losing all my arms and legs. I thought I would come back as a homeroom teacher after a year, so barely keeping my position.

Next year I transferred to another school, the school forced me to teach English again. Since I was the youngest teacher at the school, I had no right to decline. I had worked as a subject teacher for another year. I thought that teaching English is a kind of temporary job, so I didn't want to admit myself as an English teacher. I introduced myself as a subject teacher who was teaching English.

In the middle of my third year as a subject teacher, I faced my second crisis. Ulsan Metropolitan Office of Education decided to place native English teachers in every schools. Then they compelled the Korean teachers to co-teach with them in class. I couldn't sleep that night before I met my first native co-teacher. I was so worried about what if I couldn't understand her and vice versa.

While I had been teaching English alone, I never taught English in English. I had no idea to teach English in English, so I got off my hands in teaching. I was there as an English interpreter for the first 2 months. During that time, I felt useless in my class. There was a student who had lived in England for 2 years, so she could understand the native English teacher from South Africa way better than I could. Without me, they seemed to learn English more and better.

One day, a 5 grade boy who marked the lowest score in class came to me and asked why I gave up on teaching English in class. He said that he liked my English class, so he was improving his English. "Suddenly the native English teacher took the class, and I started losing my interest in English", he said. He pointed out that the native English teacher didn't care about how much the students understood. He said whenever she asked the students "Do you understand?" and the students said "Yes.", then she immediately moved on to the next.

From the next day, I observed my students in class. I thought that they were enjoying the class, but their eyes said something vague. I realized that my native English teacher wasn't effective for all my students. I was pretty sure that I could tell who could understand her or not. I was way better than her about my students. I felt so sorry for my students for the first time. "If I were qualified to teach English in English, who could beat me?" That is exactly when I decided to be an English teacher.

Actually, I was certified to teach English for my students from my government. However, I had been denying it. I wanted to get back my dignity as a Korean English teacher. During the winter vacation, I took my first TESOL course. I studied so hard. I really wanted to be a real English teacher for my students. I overcame my fear of imperfect English. In February, I came back to school and successfully ran my first 100% TEE lesson. I cannot forget the sparkling eyes of my students on the day. They were happy with learning English in English. After the class, even my native English teacher asked me what happened to me during the vacation.

Since then, I keep improving my English and teaching skills by taking a lot of training courses. I would like to prove myself as a role-model for my English communication students. I tell my students about Korean history and Hong Ik spirit as I was a homeroom teacher. I tell my students what I saw and heard travelling around the world. I tell my students what is happening on earth.

Some of my students are studying English, because they want to correct historical distortion by Japan. Some of my students want to promote the Korean sovereignty of Dokdo better with their English. Some of my students are dreaming about joining 2018 Pyeongchang Winter Olympics as volunteering English interpreters. Some of them already decided to be teachers for School-In-A-Box program for the kids around the world. Some of my students already signed up to save the Arctic.

I don't know what exactly motivate and inspire each students. However, I'll keep telling them what I experience as a English Communication Korean. I hope every single student in my class to find the great reason why they need to learn English. I hope it's because not just for their own livings, but for all mankind on earth. I wish English would be the powerful tool for my students to express their greatness in them.

I think that the teacher should be the one who truly believes in her/his students' possibilities from the bottom of his/her heart. Even though the students do not know how great they are, the teacher should keep believing each one of their greatness until they realize it. I can't wait to see my students in class with what I will learn in this TESOL Writing course. Whatever I would learn will be nourish my students learning and flourish their future roles as human beings on Earth. I'm all set!