My Life as a TESOL Certified English Communication Facilitator

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 Class: 87th WD

I learned from California State University at Long Beach and Busan TESOL Center TESOL Class 87 many valuable things from competent native TESOL teachers. I appreciate their dedications to teaching TESOL to me.

I learned practical TESOL skills. By practicing techniques and principles in language teaching, I could get confidence to adapt them to real teaching English to speakers of other languages in real education circumstances communicatively.

 I gained precious experience while participating in the course. I felt excited when the teacher did fun ice-breakers with us and led us to enjoy our lesson. I learned from theories to practical activities.

First, I realized there are various language teaching techniques and methodologies such as GTM, DM, ALM, TPR, CLT. Teachers at California State University at Long Beach and Busan TESOL Center prefer to use communicative language teaching methodology because this is the method from which other language speakers can learn second language naturally like first language. This was very different from our nation’s grammar-translation method, which isn’t suitable for attainting proficiency in speaking and listening skills of second language. I was attracted to the CLT methodology because I think that method is very effective in developing second language speaking skills in our country.

I am planning to utilize CLT method to teach my students English speaking, listening, reading and grammar lessons.

Second, I learned the basics of classroom management for me as I teach my lesson. I got to know my most important job as a teacher is perhaps to create the conditions where learning can occur. I was fascinated by eliciting. It means drawing out information, language, ideas, etc from the students and it enabled me to start from where the learners are and then to work forward from there.

I will always use the eliciting skills before my lesson to activate and glow learners’ interests and help my lesson procedures progress interestingly. I also was impressed by 3 teacher types; explainer, involver, enabler. I decided to become enabler, inspiring, facilitating and fostering students’ leadership while creating the conditions to help students by autonomous learners.

Moreover, I learned who the learners are. I came to know three learners modes; visual, auditory and tactile-kinesthetic and how to assess students’ level from advance to beginner and learner retention, which can help me decide the appropriate teaching techniques for students to remember what they are taught well such as live demonstration, discussion groups, cooperative learning, teaching and mentoring others, experimental learning. With that knowledge, I will be able to determine effective teaching methodology and techniques depending on the learner’s modes and level.

Furthermore, I was thought basic principles of teaching vocabulary. I have been teaching English vocabulary in various ways, making students memorize tons of words and testing the translated meaning and spelling. But I realized I will have to teach only active vocabulary rather than passive words and key words and help them guess at or figure out words contained in the text or listening material and I will follow the steps of teaching vocabulary that I learned from TESOL teacher.

Besides, I learned principals of positive error correction. Before I took TESOL course, I thought error negative and must be corrected instantly. Now, I will perform error correction positively. When I notice students make error, I will see it positively as indication of what they still need to be taught, and consider it natural and unavoidable part of the learning process. I will encourage and praise by focusing what they did right, not what they did wrong.

In addition, I learned the importance of giving student friendly instructions . When I was young, my class was teacher- centered, lecture-based, receptive based learning environment. But modern classrooms are changing. They are using student – based method and class is productive-based I came to know necessary things in giving clear instructions. I need to plan the instruction explicitly and get students to pay attention before beginning the explanation. I will need to speak slowly and be explicit and use chunk instructions and use only English. I will show and tell (not just tell) and I also will remember, “The teacher must be first and the teacher should never ask students to do anything that they are not willing to do.“ I will always check the students have understood my instructions before starting the activity. I also learned how to use CCQ and ICQ Process and the question “Do you understand?” is as good as useless. So I will make sure they demonstrate their understanding.

What is more, I learned how to teach listening, speaking, reading, grammar and writing communicatively. When it comes to teaching speaking and listening, I was thought various activities to use in real lesson such as role play, jigsaw puzzle

In teaching grammar section, I got to know how to teach English grammar communicatively, drawing time line pictures and doing concept checking. Also I learned how to teach English reading communicatively, using guiding questions, , literal and applied questions. In writing section, I practiced making creative writing, brainstorming, getting feedback on drafts, pictorializing. The 4 teaching skills I learned from TESOL were very useful in planning my actual lesson.

Also I carried out 3 micro – teachings. In advance, I learned how to write lesson plan. I helped me to be clear about what I want to do. Although it took a lot of time and energy to prepare detailed written plans, I realized that planning is essentially a thinking skill. Planning is imagining the lesson before it happens. It involves prediction, anticipation, sequencing, organizing and simplifying. I wonder if the key planning skill is an ability to visualize before class how things might look, feel and sound when they are done in class. Micro-teaching made me feel confident in teaching my own lesson later.

In short. my plans and goal my plans and goals for my life as a TESOL certificated facilitator of English communication were to improve my teaching skills and learn new teaching methods to service an effective lesson to my students. While participating in TESOL class, many changes happened to me. Before that, my teaching style was close to explainer. Now my attitude to students became student-centered and I tried to become enabler and a best teacher to inspire students and help them feel confident at learning English communicatively.