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**My Life As A**

**TESOL Certified**

**English Communication Facilitator**

**Dr. Frank Chavis**

**131st Weekend Class**

**Casey Won**

 From all the reasons, one critical reason why I want to be a teacher is because I myself know how hard it is learn English as a second language. When I first went abroad as a child, I had a great difficulty in learning English as I was an absolute beginner. The only word I knew was a “yes”, so very soon the classmates started to call me as a “yes girl”, because that was the only answer they could get from me. As I’ve been to the International School, every student who was having English as a second language and having a difficulty during the class went to the “ESL” class, where they were educated separately from the others. So every English lesson I went to the ESL class and learned English from the very bottom. However, as all the teachers were native speakers, I could tell that they were frustrated with me and not totally understanding me. Even at the time I felt the importance of an English teacher who had English as a second language, who were in the same shoes as me, who totally understands me.

 So I started my part time job as private English tutor after I went to university, because I thought the experience was important more than anything else. However, no matter how I understand the students and be patient with them, I still had trouble with interacting with the student as a teacher, as I’ve never learned how to do so. But my course of California State University at Long Beach and the Kangnam TESOL center class 131 is nearly done now and it certainly helped me to get idea of interacting with the students. My dream as a teacher is being able to communicate with the students with whole heart and help them to “understand” English well, not “memorize” them well. So I’ve always dreamed of being a teacher who can make the students enjoy the English and learn them naturally. However, as I have no experience of teaching a whole class yet, I had a vague plan to teach the students in the future. But after taking this course, that vague plan now became a clear one. Here are three of the things I learned and remember most during the course.

First is learning the intelligence types of students. When I first applied for the class, I had a mere idea of the theories of types of students and teachings. As I think the “interacting” is the most crucial thing when it comes to a teaching, I didn’t know the details of such things. However, as I have learned about the intelligent types of students and the ways to react to each type of student, it really did surprise me, as it was in such details and was useful to know the certain types of children. Not only did I learn the intelligence types of students, but also the ways of teaching them, it really did inspire me once again to know the students well and teach them according to the students’ point of view, not the teacher’s.

Second is learning the principles of positive error correction. Even though I have no experience of teaching a class yet, I have taught students as a private tutor. So I always found it hard to correct their errors, especially to timid students as I didn’t want to take away their confidence. Many Korean youngsters tend to be shy and not respond to the elderly with confident attitude. However, repeating the students’ answer with a correction with an encouragement and praise would be an effective way to both self-correct them and not lose their confidence to speak in English again. I used this method a lot to my student as the private tutor and it seemed to be quite effective. I read from a book somewhere that repeating the answer back while communicating itself makes the partner feel that you are listening and sympathizing with the partner. So I guess the students think that I am listening to their stories well and try to help them learn English by correcting them at the same time.

 Last one is having an activity route map and a lesson plan before the class. At first I didn’t understand the importance of these. However, after the microteaching I found out that it is actually very essential, for the both side, the teacher and the students. As a teacher’s point of view, having an activity route map and a lesson plan before the class really helped me to prepare and make the class more fun and less nervous. As a student’s point of view, as I have watched the videos of myself doing the microteachings the first one I did was an absolute disaster. When I watched the video later to feedback myself, I had no choice but to turn it off for a minute. It was that horrible. My voice was small, wasn’t following the instructions very well, and most of all, I could tell that a woman in the screen was afraid to run the class. So for the next class, I prepared the activity route map and a lesson plan in more detail so I would feel more confident and lead the students. As a result, I got less comments and feedback from the instructor. Now, when I watch all the three videos in order, I could feel myself being more comfortable watching video by video as I in the video was actually running the class more comfortably than before. So as a teacher, with a detailed lesson plan, I can come up with more ideas of storytelling, fun activities, role playing, which overall, making a better class.

 These three are the detailed ones that I personally feel that are most important, but we learned much more during the TESOL course. A wall chart for the grammar class, ice breakers for the first class, group activities such as brain storming, discussing, role playing and so on are these.

 As a TESOL certified facilitator of English communication in the future, I want to be a well known teacher who is fun, understandable, and one who has both American and Korean education system mixed up well together. I cannot ignore the importance of exam system here in Korea. During the Times TESOL course, we learned effective ways of teaching the 4 skills of English language in a communicative way. This way I would be able to make students study for their exams and actually know how to speak the English well also. There are too much Koreans who are perfect at grammar and are good readers but cannot listen and speak very well. In other words, they have hard time communicating in English. In the future, I would try my best to teach all the 4 skills of language in a communicative way so that the students learn the English language and get their grades at school well too.