**My Life As a TESOL Certified English Communication Facilitator**

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 When I took this TESOL class first, I was curious and also a little nervous about new thing which I learn English teaching skills.

 Actually I've taught many students as a private tutor since I was a university student. I’m really good at mathematics and also have knowledge about it. I just followed the curriculum which my students studied in their school or prepared for letting my students get a head start in learning before they have new school semester. Even I was an English private tutor, I just prepared short story that help my students to have a motivation to study English and a book for studying. Because private tutoring is not a major means but a helping means to study. There were no many requirements. I gave my students my knowledge that I’ve learned from school when I was a student.

However, after I took this TESOL course, I realized I should be more systematical about my lesson as an instructor. Of course private tutoring is different from having a class at school or institute in some ways. But in many ways it is also similar. Every instructor needs to give motivation to students, to have interaction with students, and have a communicative class.

There are three impressive things that I’ve learned during I took TESOL class.

First, the class should be taught by student-centered. Students can actively participate in this class by sharing their experience and expressing their thought with other classmates. It could be helpful to think students are not receiving teacher’s knowledge but managing their own learning. For the student-centered class, a role of teacher is very important. Student-centered lesson is not that the teacher let the students be just freely. Teacher need to help students get interested in their lesson. And teacher should get students into their class by eliciting.

Secondly, the English class must be communicative. I’ve learned many activities from this class. Most activities needed communication between teacher and students and also between students. This is one of the best ways students can express their opinions, ideas and feelings in the class and teacher can know students’ learning understanding and their feelings. Even in micro-teaching for grammar I tried to have a communicative lesson. In fact, like many Koreans, I’ve learned English grammar by rote in Korea. That’s why I was really confused how I can teach English grammar to my students with active and communicative ways. But I made my grammar lesson plan to participate students in my own way.

Finally, I got confident about speaking and teaching English from this TESOL course. When it was a first day of the class, I introduced myself to all classmates. I was never nervous while I’m talking to my friends in English before. I didn’t know why but my voice was shaken. Also whenever I had a presentation in front of the class, I always paused, hesitated and went blank sometimes. Through three micro-teaching of “Speaking and Listening, Reading, and Grammar”, I would be more natural to present and more confident to teach English.

 Especially I’ve learned a lot of things from micro-teaching. When I looked through a syllabus at first, I was worried about micro-teaching the most. “I should teach English in front of my classmates? How can I teach? What should I need?” Many students educated in Korea are not used to having a presentation in front of people. I was also one of them, too.

My first micro-Teaching of Speaking and Listening was bad and second one of Reading was also awful I thought. I guessed I prepared everything in detail from Lead-In to Post Activity. But it was not enough. I had always mistakes that I didn’t noticed before when I planned my lesson plan.

 However, from my TESOL instructor and peer instructors evaluation of my micro teaching I knew what I need to improve and what I did well on my micro-teaching. At first, to be honest, I didn’t know why we have to get a peer evaluation from the classmates. Because we are not experts, I thought only instructor’s evaluation would be enough. But for me it was really helpful what I have to change to my next micro-teaching. I got some comments from the first and second peer evaluation. I needed more clear instructions and transition. If I didn’t get these comments while I did micro-teaching, I won’t correct my mistakes forever. I tried to make up for my mistakes for next micro-teaching. I improved my English teaching skills with micro-teaching and peer’s and instructor’s evaluation.

Taking TESOL class for 16 hours each weekend was not easy for me. Because this is the intensive course, I should spend my whole weekends in Times Media TESOL class room and also should spend my time for the assignments after work or even on duty sometimes. But with only one week to go before the graduation I’ve really enjoyed this TESOL course. I’ve learned some methodologies to teach English that I’ve never learned before and had new experience.

 I think I could boost my potential to be an English teacher as a TESOL certified English communication facilitator in TESOL class.

Taking TESOL class is the beginning not the end. I will detail on my views about certified English communication facilitator,

Firstly, I will practice more my English skills which I’ve learned in institute of Korea and then I wish I would be the very certified instructor in near future abroad. For this, I need to make my own curriculum and great lesson plan that I will use in my class.

Also, I will focus on how I can impact on my students in positive ways and try to apply what I learned to teach English in the field.

Lastly, I always keep in mind I’m not a perfect person and teacher so I will never stop to practice teaching English everywhere and I will always be ready to learn from everyone. At the same time I won’t hesitate while I’m teaching and I will be more the confident facilitator that I know the fact I can teach everyone.