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

**134WDKN Essay Eunhye Kim(Grace)**

I have learnt many things and taught during the TESOL class. Before learning class, I would teach students the class directly without thinking of them about the class. However, after learning principals of effective eliciting, I got to know that I should not guide their thinking but inspire it. It means that effective eliciting makes students to get interested in the class and draw their opinion. Lead-in is similar with it. After learning lead in, I knew that teachers lead in class by telling their own story to ss. This process makes students come up with their story and follow the class easily. Also, EAR was impressive to me. When we learn about it, we just thought only a teacher's appearance such as their ability or spec, but the thing teacher needs to have is to watch at position of students. First, empathy is understanding and emphasize Students would like a teacher that can understand themselves. Also, they want a teacher to approach themselves with authenticity. They want not to a pretentious but an authentic by communicating with them. Lastly, they open their mind to teacher to respect. This was fresh to me and gave me a motivation about how to see them. I did not know activity process such as before activity, lead-in etc. and I learned about route map and lesson plan. Main activity is the most important and I realized that teachers should lead in with their story first and introduce what topic is to achieve aim of main activity and then they need to prepare pre-activity. In case of error correction, it said that good influences that affect students depend on positive feedback. Most of teachers usually focus on what learners did wrong. However, effective error correction is encouraging and praising learners by focusing on what they did right and it can boost their self-esteem. As a result, their study efficiency gets higher so they can concentrate on studying more. Methodology made me aware of various teaching style. Some classes need interaction between learners and other classes need their idea and presenting in order to enhance quality of the classes. There are a variety of classes and likewise there are various teaching styles. Therefore, I need to make use of an adequate methodology in accordance with characteristics of each class. At last, I got to know what I need and what to correct by demonstrating class in person from micro-teaching. Also, feedback from Frank and peer teachers made me see objectively so, it was time to grow and develop for me. However, I still need to learn lots of things. I'm now learning and I need to learn more. TESOL makes me feel more prepare myself to be a teacher. However, I will not be frustrated due to my lack and challenge continuously now that I'm gradually growing. Soon, my TESOL process would end. Then, how can I do role of facilitator as an English teacher? In my opinion, the facilitator is leading in a conversation of a group and resolving a conflict without any problems. Especially, to me to dream English teacher, I need to be a facilitator. First of all, I should not make students feel hard to communicate in English. It means that intimacy between students and English should be high, which is teacher should do as a facilitator. How can I improve intimacy? I can give learners a study motivation and diagnose their level so that it is possible for me to guide them. Actually, I could learn it through TESOL. And it was the thing Frank regarded important. At first, I could not understand, but I could find out why lead-in is necessary and he needs eliciting in class. Another thing I felt from TESOL is that when Frank gives lesson, he thinks an interaction between teacher and students and communication between students. One of these examples is that the teacher shows students only a picture related to a situation without explaining and they should guess what situation is and actually, when we did this activity, we also got confused and felt difficult at a their position. This activity made me think that when I teach with visuals, I need to lead as much as possible simply. In reading class, when I make questions about a text, first of all I need to be aware of three types of asking so that I would not make unnecessary questions or not related to the topic. I think it is important because this makes children catch up key point about the text. In grammar class, I knew that students think it’s difficult when a teacher teach them a concept of grammar at a first time of grammar class. Instead, the teacher starts off his(or her) story with grammar that students will learn. By doing that, I learned that they can naturally understand when or how to use the grammar. Also, Frank helped students to have an interest in class by showing them that he first enjoys the class as a teacher and I agree to his style.