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

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 Though I have been working as an English instructor, I have just been trying to teach English directly, but not by communication. Through TESOL, I have realized that the most important thing is communication itself. Therefore participating actively and joyfully becomes the most important factor that students have to achieve in my methodology and in evaluating Ss. As I have learned how to make students more interested in the class and more communicative, I come to prefer student-centered English communication class though I only learned and preferred teacher-student interaction before. It’s important not only to set up my methodology but also to look into students with an interest in order to provide students with student-centered English communication class.

I have met a lot of teachers in my life. But only two teachers are prominent in my mind. I was affected academically, emotionally by them. In fact, the two teachers made me want to be a great teacher. I realized that a teacher is an influential person and can have an effect on the students’ attitudes, mind-sets and even their whole life. This is the reason why I am currently teaching students and I am taking this TESOL class.

 First, I want to have a deep understanding of English learners. I think this is very essential and important step in teaching. As a doctor has to know about patients to diagnose a disease, a teacher has to know about students to teach them properly. Moreover, by knowing many kinds of teaching skills and approaches to second language acquisition and by applying them practically to this class, I want to create my own teaching skills. To be clear, what I want to gain from this TESOL class are two things. One thing is to comprehend English learners in more detail. The other thing is to create my own teaching methods and skills.

 When I was ten years old - in the third grade, my homeroom teacher was very strict and had his own viewpoint of dealing with students. At that time, it was really hard for me to follow his rules because he wanted his students to study harder and play more actively than students in other classes. So he decided to have the students learn Chinese characters and do physical activities even after school.

 We had to write thirty Chinese characters ten times a day and speak them loudly together. For a year, this had continued and it had been very tough and most of the students sometimes were angry at staying in the classroom for a long time. However, many changes happened to us gradually. As we spent much time together, we knew about one another and got to have a sense of belonging. And more than a half acquired the Chinese character rating certificate. This made us proud and our parents were also happy. It’s almost the first time that I felt a sense of accomplishment and confidence in my life. In addition, our understanding of Korean language improved because many Korean words were related to Chinese characters.

 Although I used to think he was bad, now I think he was a good teacher in that he was always with us, he encouraged us to make more friends and to develop our linguistic ability, confidence, and patience. As a matter of fact, I stay in contact with friends and I believe that studying Chinese characters is still useful.

 I want to be a teacher like him. That is not to say I want to have his strict characteristics or his teaching method, but I’ll try to teach students not only English in the classroom but also many things that can be helpful even later in their lives. So I’ll always tell them the things that I have experienced and also listen to their stories carefully however trivial. If I have an interest in them and pay attention to their words, they’ll also listen to my words carefully and then I’ll have a power to effectively convey what I say in the class.

 As I mentioned, there is another teacher that had a great effect on me. She was my English teacher in the middle school. Unlike other teachers, she didn’t teach us standing in front of the classroom. She sat on the chair and picked each day’s teacher randomly. If one of us was picked, a student had to read the passage in English. After that, the student decided who to translate the passage. The student that was named was another teacher and translated it and simply explained the story to the rest of students. And then she stood up and simplified what the two students said. The students that gave a presentation received a sticker. The sticker became an incentive to students including me.

 In addition, she asked us to volunteer for being a class recorder. A class recorder wrote about whom today’s teachers were, what the lesson was about, and other matters related to the class. In case of being a today’s teacher, we used to preview a lesson. She certainly had her own way of teaching students. She naturally led us to feel interested in English, to participate in the class and to attach value to our class. She is the greatest teacher that I’ve ever met and she is a role model for me.

 As a facilitator of English learners, basically giving information or the teacher speaking fluent is important. However, making an environment where students are comfortable and become confident in using English is the most important aspect. In order to make this type of environment, I must be confident and appear confident and I must be comfortable during my class. I know this and am more aware of this because the teacher is the most important visual aid. I am happy that I have participated in TESOL at California State University Long Beach Times Media Kangnam TESOL Center.