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

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I have started participating in the California State University at Long Beach Times Media Kangnam TESOL Centre, class number 145, starting from the beginning of December in 2016. Before taking part in this curriculum, I was an absolute stranger to this field of study, as I was not considering the ‘English Teacher’ as my career, which I already have mentioned in my previous essay. Despite this, taking TESOL lessons was a right decision to make as I learned so many things from this curriculum. Though I am still not sure whether I will be an English teacher or not in the future, TESOL became a huge turning point in my life. Considering what I have learned in TESOL, I am sure that it will not only assist me if I do choose my career as an English teacher but also in other areas that are not necessarily related to teaching English.

Firstly, I have learned all kinds of useful teaching skills. This is the best thing that I value from this TESOL curriculum, as I was a beginner in English teaching, knowing nothing before I started this program. In TESOL, I learnt various theoretical teaching skills including methodology, creating a lesson plan, eliciting skills and so on. This helped me to build the fundamental skills that a teacher needs to be able to teach the students effectively and efficiently. Based on this, I believe that I will also be able to apply onto any other skills that I learn in external programs, using them in the real game.

Also, I not only learnt the theories and skills that teachers can use in a class, but also the attitude that the teachers must show to their students in a lesson. Because of this, I learnt that teaching skills and being an expert of teaching are not the only important things and that by the teacher opening themselves first; the students can approach and participate more openly. This does not only apply to teaching English but also in other areas as well. For example, opening myself to other people can definitely help the other person to open themselves more easily, making it easier to build friendship or relationship. It is absolutely a useful skill that can be used in the class but also externally outside the class as well.

Even though I have now almost completed the TESOL course, I still cannot confidently say that I have decided to become an English teacher at this moment. I believe that this is mainly because I am still at a stage where I am undecided with which course that I will major in or which pathway I will choose for my future. However, it is definite that becoming an English teacher has now become one of the pathways that I can select. Hence, this made me to visualise myself as a TESOL certified facilitator of English communication.

If I become a TESOL certified facilitator of English communication, my goal is to help the students learn English in the most fun and easiest way, where they do not even realise that they are studying English. This is one of the things that I learned in TESOL, that English is learnt most efficiently when they are enjoying using English freely with no stress. In Korea, this is an extremely difficult to practice. Therefore, I want myself to become the person to make this possible so that the Korean students realise how fun learning English is. Furthermore, the foremost goal would be assisting my students to be able to use English with confidence. Raising their confidence when using English will not only grow their confidence in their English ability but also in their life overall. It would be a great honour if by being an English teacher that I can possibly influence students’ lives.

To be able to reach this goal, it is crucial that I use and apply what I have learned from TESOL class in the real game. Firstly, throughout the TESOL lesson, I learnt that it is extremely crucial to make a lesson that the students can enjoy, so that they do not even notice that they are studying English. To do this, I will research on variety of exercises so that all students will willingly participate in my lesson with joy. To add on, these lessons must only involve activities that I myself would enjoy, also meaning that I should never be asking the students to do something that I would not want to do or enjoy. Also, I will be an open teacher who is always willing to share my own stories, experiences and thoughts, making it much easier to elicit from the students and also open their minds. This definitely will increase their participation and of course, develop their English skills faster. Moreover, this will help me to build faith and credit between me and the student.

All of the above that I plan to do to achieve my goal as a TESOL facilitator is all linked together and has an impact upon each other. For instance, opening myself to the students will let the students to open themselves more easily to me and also will build faithful relationship between the students and the teacher, me. In extension, the students will feel less embarrassed when they speak out in class using English, building their confidence in their English skills and abilities. As their confidence grows, their participation in the lesson will also increase. Like this, using what I have learnt in TESOL, I will do my best to achieve my goal and become a great facilitator for my students.

These are the plans and goals that I currently have in the situation where I do become an English teacher. As I mentioned before, I am still at a stage where I have not decided which pathway I will go. However, thanks to the TESOL curriculum, I am clear with what I will do if I become an English teacher and I am glad that I gained the clear ideas and understanding of what teaching English is.