[Essay Assignment written by Angela]

As world trends change, what people eat, how they communicate, and how they live seems to have its change. This is caused due to how much people get information from the world. Thanks to the Internet, we can now see what people around the world do to deal with things and everyone are trying to find a better way for them. This is happening in Korean education also. Unlike the old days, now they are focusing on how students can comprehend the subject better, not how to input the topics and definitions to them. We can all feel these kinds of differences from our own education experiences. Some effective and ineffective examples are here to discuss.

First effective story is having students do discussion over a topic. This is a story from when I was in my middle school. The teacher started off the class as usual, defining some ideas and concepts for the students, but then unlike other classes, she made us to gather in groups and discuss through some things. We started to tell the opinions to others and we could see everyone had other ways to understand the same concept and different ways of thinking about it. Later on, the teacher made us to share our thoughts with other groups as well. This way, we could have more opinions about the topic.

This is one of the good enabler types of class I have been in. Not only the teacher but the students are facilitators and teachers to each other. To discuss, the student must understand the concepts of the topic well and the teacher can tell whether they understood the topic by observing them speak about the topic. If there are students who did not understand the idea, they would help each other to make them understood. By doing so, more students might understand the topic than teaching in a lecture style of class because we might not have enough time and ways to observe the students’ understanding. Another good thing about this method is that students can share different ways of thinking; and this can help you learn better because you might not be understood with the teacher’s definition, but understand the idea well with other descriptions of it. In addition to these, students can also evolve interpersonal intelligence because they are socially involved by talking to each other; they can have intrapersonal intelligence too because they are telling others how you think about a topic and this can only happen by understanding it yourselves.

Second story is about a lecture style of class which seems to be inappropriate in some ways. The teacher came into the class, and began to tell definitions and logical things, like causes and effects. If the students seemed not to understand, the teacher would tell us the stuffs repetitively. Sometimes she would make us work on some tests so that she could see how we understood, but this seldom happens because there was not enough time. Even though the test took place, making correction in a big group didn’t help the students because some just could not understand why they were wrong about it but teacher could not go through them with student by student.

This is a typical type of Korean class and teacher is an explainer here. There are some characteristics which is right opposite to the first story. Because teacher just pours the ideas to the students without making them speak about it, there is a chance to miss on observing whether students understood or not. Students’ boredom is another thing that comes with it. Besides, the purpose of having class is to give knowledge to others but this lecture style class barely gives intelligence because this has the least retention rating in the teaching methods which means students do not remember the things well that were taught in class.

We have gone through effective and ineffective ideas about each story. However, when learning TESOl, it feels like there is no perfect method of learning, only the methods which suits situations do exist. When the method suits situations and the students in that class, it can be perfect for the learners and can be a powerful one for them. To find a good match between the learner and the method, thinking over the strengths and weaknesses of a method seems to be a must.