164th WD ESSAY

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In this essay, I would like to state both effectiveness and ineffectiveness of what my English teachers did in their classes during my middle school, high school and graduate school days regarding their teaching methods and contents of each of them.

To begin with, lots of Korean middle school students take English classes in because English is essential l subject in Korean middle school. Many people say that English teachers are having professionally linguistic knowledge so that their language classes are being taught effectively. In my middle school days, there was a great English teacher Ms. Ryang. She always encouraged us and talked that we would arrive at the destination without any dropouts if we go together. Usually, she made a team as a combination of a student getting higher grade and a student getting lower grade for English subject. Then, she offered each team quiz after assigning memorizing vocabulary and how to make sentence which should be memorized and solved together. As a team, students should do together by cooperative and mentoring learning methods which are teaching techniques showing high percentages of learner retention rates. Additionally, this would be more effective for the students who especially have verbal, logical, and interpersonal intelligence in multiple intelligence theory created by Howard Gardner. In addition, her teaching is likely to be an involver and maybe quite the middle between traditional and modern style because she and students talked in similar percentage during the class. With her those teaching styles, students could get along with each other and obtain higher average score than other classes which were not taught by her. Now, I and my friends of middle school days represent that Ms. Ryang’s teaching was really effective and teaching skills have been very helpful until now in our lives.

Moreover, I met an awesome American English teacher Ms. Catherine in ESL center in my graduate school in US. Generally speaking, it’s true that native speaking teachers can give language education more effectively because they have been saying and using their languages every day. To illustrate, Ms. Catherine was very passionate and used to use interesting teaching method. When we had a class for learning pronunciation, she let us know how to make vowel and sonant sounds showing shapes and positon of her tongues, teeth, and mouth in person. Also, she suggested us to touch her throat and let us make feel one of ourselves and discuss each other when we made sounds. Because she wanted for us to know how to make sounds definitely and in detail. I expect it was a very good way for visual, auditory and tactile-kinesthetic learners. Besides, if students had linguistic, visual, bodily, interpersonal, and intrapersonal intelligence of multiple intelligence theory, they could understand well by her teaching techniques. In my opinion, she was an English teacher who had a style of modern teaching skill inducing that students would gain good chances to talk a lot and be close to an involver maintaining control effectively.

In contrast, some people assert that teachers always don’t teach for students perfectly because they are humans. Let me give one example. When I was a high school student, there was a teacher for German language who was Mr. Kim. Mr. Kim was always reading a textbook and just writing down what we should catch up on the board without looking at students. Although we surely learned the language system like discourse, function, grammar, lexis, and phonology, we couldn’t understand and remember what we learned. Probably, the teaching techniques about his lecture and reading would reflect low percentages in learner retention for teaching. He was very strict teacher to push students demanding to be quite all the time, even there were no students to ask him in his class. Also, I guess that he thought asking something or pointing out wrong things to teachers was rude action. I think his teaching style was very ‘explainer’ and a ‘traditional teacher’ because he talked alone in the class. In my opinion, his class was not attractive for students having most of intelligence in multiple intelligences except for logically intelligence in the view of liking writing generously. As a result, what this indicates us is that his class was 1-way communicator style and boring to learn German language apparently, so I felt students didn’t join and have any interests at all for his class.

In conclusion, my contention is that there could be teachers who are teaching effectively or ineffectively all over the worlds, and effectiveness in language teaching depends on how to understand students and figure out the students’ needs and detail properties with useful and efficient teaching techniques containing professional knowledge of the language. For the last, teachers should try to lead his/her students going to the right direction with efficient teaching because some teachers are able to influence extremely to student’s life for a long time.