164th WD TESOL

Hyeyeon Tiffany Jung

There are many methods and theories that teachers can use to instruct students. It leads students to have a variety of learning experience. As a students. I also have different experiences in learning English in my life. Some of my learning experiences are ineffective, but others are still effective for me to learn English.

When I recall my English class at high school, I do not really remember the details of specific lessons but he explained about English grammar. He always had the same style of teaching which is lecturing. I am not saying that lecturing is an ineffective method to teach students because it is an old way, but lecturing tends to spent a lot of time for teacher’s talking. Especially, in my experience, he was a typical traditional teacher which is the explainer. He did all by himself in class. He read the textbook himself for class. He asked questions and responded himself. According to Scrivener (2011), “This kind of teacher relies mainly on ‘explaining’ or ‘lecturing’ as a way of conveying information to the students” (p.17). Lecturing can be a useful tool to inform instructions or explain the concepts of the subject matter to student. But if lecturing is too long, it can bring the disadvantages of lecturing such as class boredom. He spared a lot of time for explaining what he has prepared for the lesson. He did not let students talk about any kinds of subject matter during class. He used just one-way communication. Students just stared at the teacher and listened to him. When teachers talk a lot in class, students lost their chances to enable to actively involve into their learning which might cause ineffective learning environments.

In the other hand, I have great experience in learning English from the teacher who instructed English to students by using a variety of teaching methods. There are students’ diversity in classroom. Students have different learning styles. For example, I am a visual learner. I tend to study and learn by seeing something. When she explained new words with visual aids such as flashcard, pictures and real objects, it helped me to understand the meanings of new vocabularies. She also used a journal for writing in English. She asked me to have a notebook as a conversational journal with her in English. She is a native speaker in English. It was very hard to write a journal for me because I had to write a journal with only one language which is English and I was a beginner in learning English at that time. But As I felt that she cares of what I want to say, I started to enjoy to write a journal to her although my English expressions were not right. She corrected my wrong expressions and asked some questions that stimulate my ideas to write in different topics. Through the conversational journal, I could develop not only my English, but also establish a great relationship with her which is very effective to motivate myself to learn English. I wanted to talk to her a lot in English. Krashen states this idea on affective filter hypothesis. “A low-anxiety learning environment provides students with motivation to learn the language”. Furthermore, developing rapport makes students feel comfortable with their learning with mistakes.

Likewise, adapting a variety of teaching methods according to learning differences of students provides effective learning environments to students and stimulate their motivation to learn languages.