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**My Best Teacher in Korea**

My best teacher was Mr. Kim who taught English at an English language private institute where I attended I was in the middle school. He instilled interest and patience in me when learning English. Most of English teachers in Korea that time were very traditional in teaching because they preferred lecture -based classes over classes that students were required to participate actively, and they wanted students just to listen to their lectures. No questions allowed during the classes. I understand lecture-based teaching is one of the most effective ways of conveying information with limited time. But this teaching style could not lead me to pay attention in classes. Contrary to the typical teachers in Korea, Mr. Kim tried to teach in different ways in his class with special activities to motivate his students to learn English.

I am pretty much sure that Mr. Kim was an involver. It is because he tried to get students involved in the learning process by using some activities and group talks that made students express their thoughts and ideas. Also, students, including me, were welcomed to ask questions during and/or after the class. I had never seen he lost his temper at students even though the questions did not make any sense or not related to the lecture. Because he was very patient with students, I could freely ask questions.

Mr. Kim used both traditional and modern teaching techniques. For grammar, he only employed a board and textbook to teach students, so it was highly teacher-centered. However, for phonology and discourse, he went for activities and group talks with using video clips. Students were encouraged to communicate and work in with one another. I remember he sometimes showed music videos such as Britney Spears’ and Backstreet boys’ in the class and handed out the lyrics with some blanks. While listening to the music, students had to fill in the blanks in order to complete the lyrics. Then, once we filled everything in, there was a group discussion to share the answers with the reasons. Through this activity, I could learn how to pronounce better when two words were together in sentences.

Considering how I learned so much, I think Mr. Kim understood the retention rates for various teaching techniques. By applying lecture, audio-visual and discussion groups’ techniques, he was able to make me retain up to seventy five percent of what I learned. With assessing his students’ level which is in between False beginner and High beginner, he tried to find appropriate methods of teaching, and it worked very well.

Even though his class was challenging to take, I now understand what I had done in the class was to deal with better retention of information. The way of his teaching was definitely related to the input hypothesis since what Mr. Kim taught with visual aids and activities was easily comprehensible to students. I am grateful for his innovational teaching that I enabled to understand grammar, phonology, and discourse.