

Dongwook Kang (Mike)

TESOL 427 Teaching Speaking

Sister Amanda Wallace

Winter 2014

Personal Beliefs of English Speaking Teaching

The description of prospective students

I would like to teach English in my country, South Korea where I can have an advantage to speak the same language that my students use. My target group is a college student or adult. I would like to work with those students who prepare certified English tests, such as TOEFL, TOEIC Speaking, or etc. I would like to teach in public schools because the current education system in South Korea is too much dependent on private education. Therefore, those who are able to afford the private education fees occupy a better position for their children's education. This phenomenon is particularly serious in English education. What I want to do is that I teach English to those students whose parents are not able to afford their private English tutoring cost.

4 personal beliefs

1. I believe that learners should know that they are the ones who make progress

- This is a fundamental principle of my personal beliefs. Teachers, language instructors, or tutors are all to assist or help those who are willing to learn something. Nobody can make someone know a language. Language learning requires a lot of individual works such as, self-correcting, self-evaluating, self-constructing, and many other self-learning processes. Therefore, it is important for us as teachers to make students understand that they are the ones who can

improve their English. Moreover, students can't learn anything unless they decide to do something. If a student refuses to speak English in class, there is no one who can help him/her. No matter how much I emphasize this principle that will never be enough.

2. I believe that learners should have a firm goal, and teachers should be precisely aware of their students' needs

- Learners without clear goals often don't know what to do in order to improve their English. Learners all learn in different ways, and no single instruction is perfect for everyone. When they have a clear goal to accomplish, teachers find appropriate treatments for their students to achieve their goals.
- Teachers should be aware of students' needs in order to accomplish their goals. In other word, they should be able to address appropriate treatments to language learners. For example, a student who experiences a difficulty in speaking English because of the small number of English vocabulary needs to work on tasks which are to improve the student's vocabulary.

3. I believe that teachers must concern both fluency and accuracy of students' speaking

- South Korean education was very accuracy-oriented when I was a student. I also had been through what most other students from accuracy-oriented culture experience here at BYUH. I usually name those accuracy-oriented and fluency-oriented types Asian type and Polynesian type. Those two types stand at the complete symmetry. Even though this thought is no longer valid I personally thought that fluency-oriented students are better to learn in language learning. It

was just recent when I realized that none of them has a better position than the other in terms of language learning. It is a teachers' responsibility to teach their students to balance their strength and weakness.

4. I believe that teachers' instruction must be clear and appropriate

- Even if students know their goals and teachers prepare a lot of useful materials for lessons, it will not result in learning unless teachers deliver their lessons clearly with an appropriate medium. In other word, teachers' instructions must be understandable to at least 70% of their students. I remember the first day of my teaching experience when I was in Korea. It was a part time job to teach TOEIC Speaking. On the first day, I prepared many materials that I thought useful. However, what I prepared for the lesson was too much about strategies, and many of terms that I used in the class even though I translated them in Korean, were inappropriate for my students' level. This event taught me how to recognize students in different proficiency level. I believe that anyone can prepare good lessons, but not everyone can address students through appropriate medium in regard of students' proficiency level.

Summary

- I found many interesting methods or means of students, learning English. One common strategy of all students was that they tried to find a way to expose them English context. For example, some students said that they tried to make as many opportunities of speaking English as they can. Other students answered that they watch American TV shows without subtitles. Clearly, they are not learning through the same method, but what they do is the same in terms of searching for

speaking opportunities of English.

- I also found that many of survey answers correspond with my personal beliefs. Most of students know their strengths and weaknesses; besides, a lot of them know a way to overcome their weaknesses.