**Being A Teacher is a Journey of Self-Discovery**

first draft

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1122 Advanced Writing (II) C group

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May 20th, 2024

**Outline**

* Introduction
* Body paragraph 1: my strengths that others told me when I taught on stage
* Body paragraph 2: an event in class and my supervisor’s advice
* Conclusion

As I have been on the journey to becoming a school teacher, I was required to do my school practicum at The Junior High Division of the Affiliated Senior High School of National Taiwan Normal University for a month. Throughout the process, I not only learned to be a teacher, but I also learned to see both myself and my life differently. By extension, the events that happened in class were not merely telling me how I should respond to the students; meanwhile, they offered me a glimpse of my strengths and weaknesses as a person, and mirrored how I normally interact with the outside world. To me, the one-month trial of being a teacher is a worthwhile learning experience as well as an in-depth self-discovery.

According to my supervisor and my classmates’ feedback, my strengths are my confidence and my English language proficiency. Those who had observed my teaching gave me feedback such as, “You can speak well on stage,” “You’ve got your teaching charisma and you look confident!” I was flattered and felt like I was getting to know myself from a different perspective since I was not always outspoken in front of others and I rarely reckon myself as confident. I was even shocked when my supervisor told me that from her observation, I was more at ease when I taught in English instead of Chinese. It took me by surprise because supposedly I should be more comfortable speaking in Chinese since it is my first language, yet I did not notice that I was growing into speaking comfortably in English. After learning about my strengths in others’ eyes, I gradually came to accept the possibility that I am confident enough in front of a group of people and I felt more certain about the idea that I might be good at being an English teacher.

Another strength of mine was that I was good at noticing and observing others; however, it also became my bad habit which is easily affected by others’ emotions and reactions. One time, when I was explaining the concept of “borrow” and “lend,” two girls sitting in the front were talking and one of them was going to take the other’s correction tape. I noticed their interaction and encouraged them to use “borrow” or “lend” to get the correction tape. Unexpectedly, the girls refused to speak, appearing mad. My heart sank and the thought “Am I doing the wrong thing?” poured into my head, drowning my excitement to the following teaching. Later, I asked my supervisor if I should apologize to the girls, explaining that I was not calling them out, and that I simply thought it would be a good idea to practice in an authentic setting. What my supervisor replied to me soothed the storm in my head and left a remarkable motto in my mind. She recognized my spontaneous interaction, saying, “As a teacher, we should not be afraid of being disliked by students.” She later elaborated more and said that if teachers set their principles clear, students are going to know whether they are good teachers who truly care about students or not. Feeling relieved, I realized that what my supervisor said could be applied to how I interacted with the outside world. In other words, instead of reacting to others correspondingly, I should be myself, and others who appreciate me will come along.

Before going to the practicum, I did not expect to learn about my strengths, weaknesses, and a piece of invaluable advice on just being myself. Despite some setbacks, my confidence and acceptance of who I am boosted. For that, I am immensely grateful for this experience and the people that I met. I hope that I can be an outstanding English teacher one day, and continue this self-discovery along the way.