

POSTGRADUATE PERSONAL STATEMENT EXAMPLE

TESOL

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Personal Statement Example: TESOL

I have always found the experience of delivering speeches in English to be incredibly fulfilling. Having entered numerous provincial contests and spoken frequently as an undergraduate, I can still recall the hours spent inventing engaging and unusual openings for my speeches. I talked of the shattered screen in the TV series *Black Mirror* and, as a means to channel commercial exchanges between two continents, how the China-Europe freight train resembled the vascular system. As my school's English representative, I am perceptive of the challenges inherent in English acquisition. Finding I had a talent for translating complicated grammatical rules into practical steps when teaching my peers, it became evident that I would pursue a related professional pathway. However, English was never simply a subject in which I could excel, but a connection point with the wider world and a channel through which I could express my views. It is my desire to share the potential of English for self-expression in the era of globalisation that informs my application for this TESOL course and subsequent teaching career.

Admitted to Marshall-Langley University with an English Translation major, I was attracted by the prospect of becoming an interdisciplinary talent and opted to study finance under the condition that I could take the same lessons as English major students. This allowed me to hone my English skills through courses like *English Writing*, *Translation*, *English Interpretation*, and *British and American Literature*. These have provided a firm foundation for this programme, while courses such as *Econometrics* and *Statistical Analysis of Financial Data* equipped me with data processing skills, which later proved helpful when monitoring class data and adjusting my teaching activities accordingly.

I have worked as a private tutor since my junior year. Although the head boy of his class, my first student was too shy to speak English. Knowing he was an amateur robot programmer, I engaged him in conversation by asking him about the games' settings, standards and rules. Before teaching the collocations and sentence structures in the curriculum, I would first encourage him to express his ideas using his own vocabulary, offering him directions until he settled on the best way to proceed. I would then lead him to paraphrase his former answer more logically. I spared no effort convincing him that the primary function of the English language is to communicate and that he should try to make his point understood, even without immaculate grammar. After a few

classes, he began to convey his opinions confidently, and eventually, I even instructed him in a speech for his junior high school opening ceremony.

After graduation, I joined Slater Education and worked for their online high school's English Teaching and Research Department. I taught hundreds of students in one class, each with different learning preferences. Many average students were highly utilitarian and urgently needed key points for examination success, while more advanced students enjoyed extended readings that would improve their overall English competency. To differentiate effectively and balance test-taking and comprehensive English skills, I shortened the compulsory content when designing the curriculum, setting aside some time for supplementary materials. Some grammatical elements were too important to omit, as I regarded it necessary for my students to understand basic sentence structures before introducing the concept of the non-predicative or approaches to identifying language points in exercises. After a tiring class, a ten-minute analysis of excerpts from the latest magazines or an examination of some versatile sentence patterns was well received.

The most complex aspect of online classes is engaging student interest when learners are free to exit at any time. Gradually, I found that the amount of content shown on the screen needed to be controlled, as students lost focus when presented with large volumes of information. Regular recaps, ideally after each closed loop, were effective in helping them keep up with the flow of the course. With no time to speak to individual students, I tried all kinds of approaches to encourage more of them to comment on the course and submit their exercises, including designing numerous yes/no and multiple-choice questions. For example, instead of writing down a full sentence, my students only needed to tap one letter to choose from three sentences with confusing verbal phrases or mistaken conjunctions.

The two sets of textbooks I compiled have served more than 20,000 students from all over the country. I've obtained valuable hands-on experience and achieved a management role in education. Nonetheless, my professional growth has stagnated, with my weak theoretical background becoming an impediment when designing increasingly complex courses, innovative interactive activities and attempting to empower my students. As the demand for private English tutors continues to rise, I intend to develop my career by providing custom study plans and courses for those at a loss for where to start, which cannot be adequately achieved without advanced professional pedagogical knowledge. Consequently, I believe this TESOL course is a critical next step in my personal and professional journey.

A highly respected colleague gained her master's degree at your institution, so I have long admired PFQ's technical and professional reputation. After comparing the course settings of several universities, I believe this programme provides the ideal opportunity for me to consolidate my understanding of language teaching methodologies. I intend to learn more about producing and adapting highly effective learning resources in your *Materials Development for Language Teaching* course and look forward to better understanding the intricacies involved in measuring students' educational attainment in the *Language Testing and Assessment* course. The study of *Multimodal Communication* also interests me greatly, and I am ready to share my knowledge of the effectiveness of specific modes of communication with my peers. I am excited at the prospect of exchanging ideas and experiences with English teachers from diverse educational backgrounds and working environments, and I look forward to playing a positive and active role as a member of your internationally respected learning community.

