

Personal Statement - MIT Application

As of the writing of my Personal Statement, I have not engaged in work where I have been a lead of a classroom. However, growing up, I was always that one student that answered all of the teacher's questions and would volunteer to help other students better understand the material. I still very clearly remember when I discovered that I had a passion for teaching: It was in my 9th grade English class. Every morning we would take 10-15 minutes for Daily Grammar Practice (DGP) and among all of my teacher's classes, she said I was one of the very few who genuinely enjoyed doing it. So much so that I would try to get to class as fast as I reasonably could. I would also go above and beyond by completing the whole week's worth of activities in the first 10 minutes of class on Mondays. After I finished, I would turn to my friends and see if they needed help. My teacher would also have me go over to other students in the class to help if she was already busy helping another student. After 2 or so weeks of doing this, my friend turned to me and simply stated that I should consider being a teacher. They told me I came up with interesting and amazingly succinct ways of explaining things to help people wrap their heads around concepts better.

Coupled with being a lover and learner of foreign languages since I was in middle school, foreign languages and cultures have always been a big interest of mine to teach about. I've dabbled in lots of languages but it really picked up when I started "learning" German in late 7th grade. I wasn't being formally taught, but I would go over to my neighbors house and he would tell me about all sorts of things that he was learning from his high school German 1. Even though it wasn't a whole lot, it was super beneficial to be able to immerse myself and get the brain acclimated to German. As I grew slightly older and entered high school, I debated with my parents on which language to take. They, of

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course, wanted me to take Spanish since the majority of people deem it “the most useful”. When I told them I wanted to learn German instead, they agreed to let me take it after a somewhat heated debate, largely because we realized only 2 years of any language doesn’t get you very far anyway. From the first few days in my high school German class, I was filled to the brim with excitement. Foreign languages were where I knew I would flourish and I’m still grateful to have taken German all 4 years of my High School experience.

Once I reached the 11th grade, I became a running start student and began taking language classes to my heart’s content. Although this was during the time of the pandemic, I was still having a blast learning languages. After having graduated both from high school and South Puget Sound Community College, I headed off to Western Washington University. This meant that I had to narrow my focus on a single language. Naturally, I chose German due to having studied it the longest. While attending WWU, I was able to take multiple classes that touched base on lots of aspects of society that are impacted by linguistics, teaching/schools being one of the major ones. As I continued to further my learning in the interconnecting realm between Linguistics, Education, and Social Justice, I came to fully understand that teaching Linguistics is my calling. I believe the amount of benefits from this are great and would be thrilled to incorporate it either into an ELA classroom, foreign language classroom, or the possible creation of a Linguistics/Media Literacy class. Throughout all my time at WWU, my love and desire for teaching never dwindled.