TESOL 01 :

**My Second Language Acquisition**

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**# Course : TESOL 29th Weekday**

**# Date : May 19th, 2010**

**Ⅰ. Introduction**

**- My viewpoint on second language learning**

**Ⅱ. Body**

**- My experience about second language acquisition at school**

**- Both success and failure**

**- Effective teaching method**

**Ⅲ. Conclusion**

**- My teaching beliefs related to second language acquisition**

**I have learned English as a second language since I was a middle school student. Maybe I seemed to become fascinated with acquiring a foreign language as well as my mother tongue, Korean. So my attention toward English has been continuing from then on. However, whether someone made me do it or I did it on my own, as a result, there are some problems to solve in learning my second language. I am going to describe the following material below in detail : A second language environment that I learned, my viewpoint about a success or a failure, effective teaching method, and my teaching beliefs to concepts learned in the TESOL 01 module.**

**When I think back on my school days, I was a hard-working student who took a great interest in English. I learned English from many English teachers in a traditional classroom, of course, most of them were the explainers, who knew their subject matter very well and had their own teaching style, enthusiasm and humor, etc. But they usually focused on lexis and grammar of the basic language systems, especially reading of the basic language skills. Through this second language course, I was naturally accustomed to acquiring English and I got good marks on my examinations.**

**Then, is my second language acquisition a success or a failure? In conclusion, I'd like to call it fifty-fifty. My English teachers helped me improve reading skill and prepare for a test by making me memorize lots of vocabularies, dialogues and reading materials based on several textbooks. On the other hand, there were little opportunity to speak in English in those days, and their language systems lacked "phonology, function and discourse." Consequently, biased teaching method toward receptive skills caused some problems. I couldn't express myself fully and I often felt embarrassed whenever I had a chance to discuss a subject and get ready for the presentation in English. Anyway I think success or failure depends on the distinct, individual purpose and self-satisfaction.**

**Adult learners study English for particular reason and so do I. They are relevancy-oriented, self-directed, and goal-oriented. Four years ago, I took an English conversation class at Dong-a University for two months. My Canadian instructor was Marilyn Edwards. As an involver, she tried to have a good relationship with us and made an interesting class atmosphere through different teaching methods that suit the level of learners. So learners took an active part in her class. In my opinion, because she could read learners' minds, needs and goals, our satisfaction was pretty high. In short, the most effective teaching method is to comprehend learners very well and to combine language skills properly, such as "Listening, Reading, Writing and Speaking"; Moreover, if the teacher uses multiple intelligences like "verbal-linguistic, visual-spatial, bodily-kinesthetic, musical, logical-mathematical, interpersonal and intrapersonal intelligence", the learners will be able to expect better results to follow.**

**These days the wind of change for English education blows straight into the face. Not only reading and listening, but also speaking and writing is getting more and more important in Korea. In addition, we need to keep in step with globalization. Therefore I think a great teacher is a facilitator who tries many various types of teaching method and encourages the learners to acquire second language for themselves. To be honest, I have followed the same teaching method as before as an explainer. Through this TESOL program, I would like to give a new turn to my teaching method. I hope I can help my future students reach their goals and I'm looking forward to making learners feel satisfied with my teaching method in modern classroom.**