**Subject: My second Language Acquisition Experience**

**Title : My Japanese Teacher**

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**My Japanese Teacher**

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When I was on the first day of Japanese class, my teacher asked the student why they wanted to study Japanese. They had different goals each like getting a good job, traveling in Japan, just having fun and so on. **It was related to ‘Goal-oriented of Adult Learners.’** Adults register a course for a reason and usually know what goal they want to attain. In my case, the first reason for studying Japanese was visiting Japan and enjoying Japanese food. I like to eat and am crazy about noodles, especially Japanese noodles called Ramyeon. The second reason was ‘Japanese dramas.’ The more I was interested in dramas, the more I wanted to know ‘Japan’. The language is a big cultural part of the country. As a result I decided to learn Japanese. Knowing your goal is a good motivation when you study the second language.

**The class was usually like** **‘traditional classrooms.’** There was 80% of traditional way and 20% of modern way. It was a beginner class so we (I and other students) started to study with words and basic grammar. The teacher usually explained new words and read them out loudly in the first language. She wrote down the grammar rules on the white board and explained them. Then we took note and solved some questions to check whether we understood the rules or not. Sometimes she made us read out dialogues in pairs and make new sentences using the grammar rules which we learned. It was a little like ‘modern classrooms.’ If the class had been intermediate or upper classes, it would have been more like ‘modern classroom.’

**The class was focused on ‘Verbal/linguistic and Intrapersonal Intelligences’** She lectured and we listened to her. There was note-taking. They were ‘verbal/linguistic intelligence’ but there couldn’t be debates because it was a beginner class. She made solve some problems in the textbook. We usually did individually so it was a part of intrapersonal intelligence. She gave us writing homework every day. We had to make 20 sentences using the words and grammar rules that we learned. It was also intrapersonal intelligence. It took one hour or even 2 hours to finish the homework. Whenever I did it, I read my notes several times and sometimes had to look up the dictionary. It was a hard work, but very useful way to review. Now I think it wasn’t easy to her to correct every student’s homework one by one.

**She used various effective teaching ways**. She always made us review of the last lesson and linked it to the new lesson. Every student has different learning time. Some are fast learners but others are slow learners. One of my classmates was a slow learner in the class. He was middle-aged and shy. When he answered something in Japanese, he hardly spoke or even though he tried to answer but made a lot of mistakes. She always listened to him carefully with patience. She corrected his mistakes kindly or made him speak just one word when he blushed with silence. It was very good. She was also enthusiastic so prepared a lot for the classes but they are handouts all for grammar and words. Therefore, classes were sometimes a little boring. She should have had a good sense of humor.

I think the most important thing for learning the second language is ‘*continuing* to study.’ I stopped studying Japanese a long time ago. I hardly know Japanese now although I really enjoyed studying it at that time. I want to restart to study it soon. I will be a false beginner.