**ESSAY #1 : Second Language Acquisition Assignment**

66th WEEKEND CLASS

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Almost 10 years ago, I took both TOEIC and conversation class to get a proper score to qualify myself for the KATUSA (Korean Augmentation Troops to the US Army) program. During the course, I met all age groups from middle school students to some elders since the score could explain everything about whatever people aimed at. The class was dynamic and the teacher seemed to be enthusiastic and entertaining. However the class was not that successful after all due to a few reasons.

First thing that ruined the class was one of the characteristics of adult learners. We all know it’s never too late if the person who wants to learn second language is motivated. But like what people say, too much is as bad as too little. I found out that if students were over certain age, they just talked too much about themselves and their experiences. Especially during the conversation class, whether people’s verbal skills were good or not, the older they were the more they talked. The teacher at that time looked to be an enabler but it turned out that she was not interested in our class at all. As time went by, it was really hard to get an opportunity to speak in English and I started to avoid adult learners when it comes to learning languages. And I came to know I shouldn’t talk about my experiences unless people around myself wanted me to do.

Second thing was the atmosphere of the class room. When I took the TOEIC class, the teacher made a traditional classroom, which was typically teacher-centered. Even though I had a lot of questions about grammars, the teacher indicated that we didn’t have enough time. He just did his best to finish certain chapters of the textbook as his lecture plan promised. I even tried to ask some questions after the class but there was no chance because he had to prepare for other classes. Finally he politely asked me not to interrupt the class. Basically, I hardly ever got a chance to start a simple conversation with my teacher and I failed to get a proper score for TOEIC due to my accumulated question marks so that I had to give up that year’s opportunity.

The last thing was my motivation. I figured out this when I finally joined the army as a KATUSA solder. Not until US soldiers teased me a lot for my awkward English did I recognize that my aim was wrong. That is, my first goal of learning English was to get over 700 points and that was all. After I came to know that I qualified for the KATUSA, I had just stayed away from English. At first, my motivation for English was near EAP (English for Academic Purposes : TOEIC scores) and then I should have changed my goal for English into ESP (English for Specific Purposes : Military English).

As Jim Scrivener says there is no best way to teach second language. But obviously there are several ways to make the best condition for students even though it is up to person to learn. If the classroom were not that crowded, the teacher would make a modern classroom with active participants and student-centered atmosphere. And we could have more chance to communicate with each other. During the conversation class, if the teacher were sensitive enough to recognize too much talking for one person could engross the whole class time, she could reorganize the class with similar age group.