Essay Assignment:

My Second Language Acquisition Experience

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Class #: TESOL 75 WK

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**“My Endless English Journey”**

**“Both tears and sweat are salty, but they render a different result. Tears will get you sympathy; sweat will get you change. - Jesse Jackson”**

**Ⅰ. Introduction**

I was born in the countryside (Chelwon in Gangwon Province). My parents were busy in farming all the time. So, they didn’t care about my education so much. They just wanted me to grow up healthy. As a result, I didn’t have many opportunities to engage with English. When I entered middle school, for the first time I learned English. In middle school, my English teachers always ordered me to memorize many English vocabularies. And then they read the texts and translated them into Korean. If necessary, they taught me some English grammars. At that time, English was too difficult and boring for me. Of course, I didn’t like English. But I am an English teacher. From now on, I would like to share the process.

**Ⅱ. Body**

Through high school, my English teachers were only explainers who spent time explaining all things. The classes were teacher-centered and receptive based. I didn’t have opportunities to participate in the class. I was completely excluded from the class. I just studied English in order to get a good grade.

When I entered university, I didn’t like English and couldn’t speak English well. Nevertheless, I majored in English. At that time I inevitably had to study English. Then I took the Dr. Gwon’s class. He was notorious for being a horrible professor and giving an F to many students. He took ‘a red book’ as a textbook in his class. The original title was ‘A University Anthology’. But all of my seniors called the book ‘a red book of fear’ because its cover was red and its words and contents were difficult. Above all, many students who were taught with the book received an F.

At the first class, I was very surprised because he was disabled. He told students why he had been handicapped and when he had suffered because he was physically challenged and that he had become a university professor at 30. He always told us that we could be better than he, because we were not physically challenged like him.

His class was very different so far. He was an enabler. He made a group and let the group prepare for the next class and summarize and present it. He never forgot giving feedback on our presentation. He didn’t only adjust our faults of the presentation but made us infer our faults as an involver. I had many problems in preparing his class. I did, however, feel my English improving. In particular, a lot of my reading and presentation skills were improved. I decided to be a teacher like him.

**Ⅲ. Conclusions**

Despite of these experiences, without any interest to improve my students’ English ability, I’m running traditional classrooms so that I make my students get a good grade.

I never think Traditional classrooms and Explainer teacher type are not helpful for my students at all. I think it is important to be in harmony not only between traditional classrooms and modern classrooms but also among an explainer, an involver and an enabler. I am sure that the times media will guide me in the right direction.