**Essay**

**My Second Language Acquisition Experience**

**Ss Name : Anne**

**Instructor’s Name : Benjamin Valencia**

**Class No : WK TESOL 83**

**Date : December 15, 2012**

**Word Count : 861 words**

**Outline**

**Title : My Second Language Acquisition Experience**

1. **Intro**
2. **Body**
	1. **Characteristics of adult learners**
	2. **Traditional classrooms**
	3. **Teacher types**
	4. **Effective teaching**
3. **Conclusion**

“One good way to keep learning about teaching is to never let your ideas ‘set in concrete’, to remain open to the possibility of being wrong – or to more interesting alternative ways of doing things, to always be questioning (and possibly changing) some of your ideas.” – Jim Scrivener

**Introduction**

My Second Language Acquisition Experience is English that I have been learning as a school subject since 1984. After my first abroad trip in 1997, I come to learn English balancing the four language skills: listening, reading, speaking and writing. While I took a backpack travel around European countries, I had a lot of difficulty in communicating with Europeans in English because I was better at reading and grammar rules than at listening and speaking. As I was also more accustomed to literary style than colloquial one, I had many difficulty in situations related to immediate needs with a poor practical lexis. I finally signed up an English course in an institute ten years ago, and studied seriously the four language skills in the integrated-skill approach.

**Characteristics of adult learners**

Adults are goal-oriented. There was a six-level curriculum in the institute and each level took two months long. If there was no repeat of courses, it would finish in a year, and students would get the certificate. That motivated students to attend class and study hard resulting in getting good scores on the test.

Adults need to be shown respect. The most first level students function minimally in English. I communicated mostly through gestures and a few isolated words, too. Even though I had life experience and knowledge in Korean, I hardly spoke them in English and it could be considered that teacher thought I had no idea. At that scene, some teachers were irritated at my frequent no answer. Instead, my teacher who came from South Africa and was in middle age always altered her questions with ease and detail wearing smiles and tender tones. As Stephen Krashen’s Second Language Acquisition say in affective filter hypothesis, a low-anxiety learning environment, student’s motivation to learn the language, self-confidence, and self-esteem can enhance or limit the speed and level of language learned.

**Traditional classrooms**

The class should be tight in order to wrap up a much amount of learning through six-level curriculum in a year. Therefore the textbook was focused, grammar based, teacher centered, and restricted interaction dominated like the ‘Chalk and Talk’ and the ‘Jug and Mug’ basis. My teacher kept on lecturing and talking about grammar and words that I didn’t even understand. She read the dialogue and then I repeated after it. I found it boring because I am extrovert and I am able to learn more at an easy-going atmosphere.

**Teacher types**

My teacher, Miss Rejoice Mawela, was an explainer because she spent much time in explaining grammar and one or double slot pattern drills and making me answer them automatically. She taught where to articulate the sound and read words and sentences containing the sound letting me repeat them after several times, and then she gave it as a homework and test it the next day.

My teacher was also an enabler. That is, she should teach a whole book in two month and she organized the class well: she greeted students checking the attendance in 5minutes, did pattern drills in 20minutes, did pronunciations in 5minutes, and practice conversations with pairs in 20minutes in a order in a certain amount. I enough anticipated every class process. That sometimes made me bored and doing much homework was stressful.

**Effective teaching**

My class consisted of mixed level students who had previous learning experiences. My teacher gave a different approach to individuals for them not lose their interest. For instance, three of intermediate level students were asked to read an article of the English newspaper and talked to her during the conversation time.

When the class worked with pairs in conversation, my teacher used various ways that the stronger students helped the weaker ones called the scaffolding.

My teacher had remarkable intuition. She read students faces and moods so that the class atmosphere could keep bright, warm and comfortable. Her radar sense was checking what is going well or what is coming ill for the class not to be distracted. I really liked exactly the way my teacher reacted.

**Conclusion**

I therefore conclude that in my Second Language Acquisition Experience, I was taught in a traditional way of teaching. I had an explainer and enabler type of a teacher who taught me text-book basis teaching and organized the class with given amount of the textbook. I was treated well as an adult learner who needs to be shown respects and is goal-oriented so that I was able to learn more feeling comfortable. Applying different methodology to individuals enabled me to keep interest on the class.

I will adapt the ways above what my teacher did to my future class. I, however, will not just do as strict syllabus requirements in order to meet the planning a course depriving students of opportunity of speaking. I will enhance students talk time (STT). The parabola ends up at the same point, but follows a much more interesting route.