My Failure learning Japanese in Middle school and University

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These days, most people studied second language for many reasons. I also learned diverse languages. Among them, I want to write about the worst studying Japanese. I learned Japanese in the middle school and the University. Actually, I started studying foreign languages with curiosity. At the first class, I expected of learning Japanese very much. But it wasn’t much effective. I think the reason why teachers lectured by other languages and were kinds of explainer. Furthermore, I’m a quite autonomous and relevancy-oriented person but teachers didn’t know about me.

First, teachers used not to speak in Japanese a lot. So I couldn’t have using Japanese environment and silent period. For instance, I had taken a Japanese class in middle school. At that time, I didn’t know even Hiragana and Katakana that is the basic of the Japanese. So every word and sentence was needed to translate by teacher. Therefore, teacher always explained the content by using Korean. So, I couldn’t hear exact Japanese sound and I just took a note. It was very hard to follow the teacher’s explanations. After that time, I almost forgot Japanese. And then, when I was a senior, I found the course of Japanese. I wanted to learn it again properly. However, I had to take a beginner course again because I was a false beginner. At that course, the teacher only emphasized lexis and students should repeat and write the word. I couldn’t learn any sentences except for some Japanese words. Therefore, I couldn’t get a silent period and Japanese environment again. Actually, it helped me a lot to forget almost all of the Japanese.

Second, the teachers were explainer type. They usually lectured something and I only took a note everything about their explaining. It is very similar to traditional classroom. Students always looked at the blackboard and the teacher wrote down something and explained about that. But sometimes the teacher showed students some pictures of Japan or things the teacher bought in Japan. However, my sensory preference is near to tactile-kinesthetic. I like reading something but I don’t concern about things and photos. So it wasn’t helpful to me. Also, it is really hard for me to pay attention what teacher wanted to explain about. Although I wrote a lot of information about the form and words of Japanese, I couldn’t memorize until now. Instead of those things, I could remember the words my Japanese friends had taught me with a motion. In brief, explaining and seeing something never help me to learn.

Third, teachers didn’t know me better. I’m pretty autonomous and relevancy-oriented person. I like to involve in diverse activities. But the teacher just gave me passive working like exercising prints or repetitive dialogues. Moreover, I’m not good at memorizing something. But the teacher used to give me a lot of new vocabularies. It was too much to memorize. So I had to throw up the course. And I lost my actual goal at that time. I actually wanted to learn more conversation and more active studying. But the teacher always said “memorize this and that.” They have never referred to the reason why those are important and why I need to memorize those. I couldn’t accept any more. Finally I lost my interest and threw up the chances of studying Japanese.

In conclusion, learning environment and knowing about the students are very important to teach them. My teachers didn’t make an environment to get a language easily and always lectured like traditional classroom. Also, they didn’t understand me a lot. So, their methods of teaching weren’t commensurate with my style of studying. It led me to failure learning. Through my experience about learning Japanese, I realized that the most important things when somebody learns languages are how to make a good atmosphere in the class to acquire language more easily and how much the teacher know about the student accurately.