86th WDT MIRI PARK (JENNY)

**TESOL 01: Second Language Acquisition Assignment**

Second language acquisition is the process by which people learn languages in addition to their native language. My second language environment that I have experienced was good. It was a success as a language learning experience. These following statements are the reason why I believe that my second language environment that I have experienced was a success. The reason can be explained by relating my personal beliefs to concepts learned in the TESOL 01 module: such as characteristics of adult learners, traditional vs. modern classrooms, teacher types, and effective teaching.

Malcolm Knowles identified the following characteristics of adult learners; adults are autonomous and self-directed, adults have experiences and knowledge, and adults are goal oriented, adults are relevancy-oriented, and adults need to be shown respect.

My second language environment was a success since it satisfied following five characteristics of adult learners. First, I was autonomous and self-directed. I went to America as a sophomore in high school and I was nineteen years old; I was not a child learner. I went to America to have better education. Like other adult learners I came to class because I was motivated to learn and I wanted to participate actively in class. My ESL teacher, Mrs. Freshmen, was a good facilitator that assisted me to acquire my own knowledge. She let me be free to direct myself. She actively involved me in the learning process. I worked on tasks that reflect my interests. Second, I had experiences and knowledge. I entered Emma Willard School as a sophomore and joined a class of students that had tightly bonded their first year. I was taking ESL courses, but did not let my language skills deter me from joining various groups. My interests in photo, drawing, and writing led me to do work on the school’s yearbook. My positive contributions and artistic talent led me to be selected for the Hall Editor, the most competitive editorial position. I loved the cooperative atmosphere of the Gargoyle. Being a Gargoyle editor was significant as my first step in actively participating in school activities in America.

Besides being asked to be the Hall Editor, I received another indication that my positive attitude and creativity were desired in my high school community When I was a sophomore, I already have a wealth of knowledge and experience from extracurricular activities, family and previous education and needed to connect my knowledge experience base. I could draw out my experience and knowledge that is relevant to the topic, relate theories and concepts to me. I recognized the value of experience in learning. Third, I was goal-oriented. I studied hard because I wanted improve my English. I studied for a reason and knew what goal want to attain. My teacher showed me how students help us reach our goals. Fourth, I saw a reason for learning something. My teacher provided clearly stated learning objectives; reasons for doing tasks. Fifth, my teacher also treated students as equals in experience and knowledge and allow us to freely voice our own opinions.

My classes in America were like a Modern Classrooms. This atmosphere gave good influenced in learning. My American teacher was a manager and facilitator; class was experienced based and students participated actively; group work and a variety of activities are important; and students are centered in class. My classes in Korea were like a Traditional Classrooms. This atmosphere gave bad influenced in learning. Class atmosphere was chalk and talk. Classes were lecture based and students were passive. Students did individual work with textbooks. Classes were teacher centered.

The best teacher in my life was a history teacher in high school. He was respectful. He was positive, encouraging, friendly, and confident. The most important part that I liked about him was he was well prepared. The worst teacher I have ever had was my history teacher in middle school. He came in to class after drinking alcohol. He was boring so I could not concentrated in class. He sometimes hit students; he was scary and sarcastic.

History teacher in high school had qualities that make an effective teacher. He satisfied following characteristics; really listens to his students, communicates clearly, knows the subject matter well, is patient, empathizes with student’s problems, and he is honest. The characteristic of him that I really like was respect. Among three categories of teaching style, he was an involver who knows subject matter well and teaching methodology. He tried to actively involve students.