**TESOL 01: Second Language Acquisition Assignment**

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**Class: 88th Weekday TESOL**

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My experience of learning English as a second language can be divided into 2 different environmental experiences. One was in Korea and the other occasion was in Australia, which was quite contrasting learning experiences I have had. However, I would say that it was both a success even if the teaching style was different, and I would like to tell more about the experiences as follows.

In Korea, my first exposure to learning English was very much teacher centered and mug and jug classroom atmosphere like students were not encouraged to actively participate the class but more receptive attitude towards learning English without experiencing much fun activities with teachers and students’ involvement during the class. The purpose of teaching seemed more focusing on grammar and reading comprehension instead, and ultimately for getting a high score to pass the exam. During that time, the teachers were more like explainer just giving students a lecture on what they know not showing much care about learners’ sensory preferences at all. However, even though the course of learning period was not so fun and insufficient to acquire speaking and listening skills, the good thing was that at least, the learning experience had fortified the foundation of absorbing some of language systems such as grammar, lexis and pronunciation. After that, I decided to pursue further learning experience, which should be more practical in real life so moved to Australia to continue studying English.

At first, the reason of studying English abroad was solely for my personal interest, and I also thought that it would be very useful back in Korea for a job if I am well versed in English.

The first day of school was for a level test assessment that pertained 4 categories such as listening, reading, grammar and writing, and I was put under intermediate class but the biggest problem I faced on the first day of classroom was listening. I may have been lucky in the assessment but could not clearly understand what the teacher said to me so I was re-dispatched to the lower level to start from scratch. The atmosphere of the classroom was very different from what I used to experience in Korea as the teachers were in charge of subjects accordingly like a grammar, listening and etc. and each teacher prepared their own lesson plan with materials and games to leverage more fun during the class getting students actively involved as an individual, in a pair or in a group trying to develop students’ multiple intelligences such as visual, musical, kinesthetic, logical, interpersonal, intrapersonal and naturalist intelligence utilizing teaching aids like watching video, radio, crossword puzzle, excursion, presentation and etc. I realized that there have been various ways of teaching and learning methods in a second language acquisition.

Such modern teaching style made students including myself be more open in participation, less hesitation to respond and getting better confidence level. There was no humiliation or neglecting but more like teachers trying to elicit responses, reactions and answers from students voluntarily. I presumed that it is because most importantly, teachers have shown respect to students as they were all adult learners with reasonable values of life experiences and knowledge in some professional areas. In my case, as an adult learner, moving to Australia gave me more learning opportunities in parallel with high responsibilities as the goals of presence in Australia was very clear and definite so I had to become a very self-directed and driven in order to attain the achievement, and kept reminding me the reasons of presence in Australia.

As described, the 2 different learning experiences are very contrasting and both ways would have pros and cons from language systems and skills, and subject matter perspectives like acquiring basic foundation of knowledge in grammar and phonology in Korea and having more speaking, listening and communicative skills in Australia. If I have to pick my preference, it would be more close to modern teaching style in Australia that could lead to drive more communicative skills, participation, interaction and indeed covering students’ multiple intelligences in balance. However, I still strongly feel that both experiences had the part to learn.