TESOL 01: Second Language Acquisition Assignment

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I studied Japanese in my high school. Mrs. Ohtsuka’s Japanese class is my personal experience of second language learning. I will describe the environment of my class. My teacher provided a good language learning experience. It was successful to the concepts in the TESOL 01 module. I will relate it to the concepts and they are characteristics of adult learners, traditional vs. modern classrooms, teacher types and effective teaching.

First of all, I, a Japanese learner was self-directed to study. Autonomous, another word for self-directed is one of the characteristics of adult learners Malcolm Knowles identified. Students chose the subjects they wished to study at school. I chose Japanese because I wished to speak Japanese. I walked to the classroom with a good motivation on the first day. I developed a high level of motivation to learn. I believe I was a willing-to-learn participant student. I also had a goal and resembled the character of an adult learner. It was to read Japanese comic books and films. I was goal oriented. I believe one student in my class had a good reason (responsibility applicable reason) for studying. He wanted to communicate with his Japanese homestay student. These are the examples that relates to the adult learner characteristics concept. (Reference: Characteristics of Adult Learners hand-out)

Mrs. Ohtsuka was my Japanese teacher. She taught me with the modern classroom concept. She divided the students into small groups and gave experienced based activities. For speaking, she asked me to practice a set of Japanese dialogue with another student. Presenting a weather report was for the assignment. I believe they develop communicative skills. Her class involved variety of activities and group work. The group work I had to do was making Japanese food with two students, Heidi and Ahra. I learned how to make Japanese sushi in the modern teaching classroom. I believe such an experimental learning gave me high learner retention to make food again. In this regard, Mrs. Ohtuka’s class was a modern classroom and I believe it was a successful class. (Reference: Student book page 9)

I experienced the teaching methods of the explainer and the involver at Japanese. My teacher was never an enabler for teaching language systems. When she taught vocabulary, grammar and pronunciation, she followed the explainer type of teaching. She explained meanings for words, forms for grammar learning. To teach pronunciation, Mrs. Ohtsuka used the involver type. She asked her students to imitate her pronunciation. She did not use the enabler teacher type of teaching to teach language systems but I remember Mrs. Ohtsuka was the enabler teacher type for teaching a modern classroom. (Reference: Student book page 10)

My teacher was an effective teacher. I found that Mrs. Ohtsuka had enabler, explainer and involver teacher types. I believe enabler is the best way to teach for high learner retention. I saw her empathizing with the students’ problems. Melissa turned up to class 2 weeks after since her first day off because she had a holiday with her family overseas. Her grade did not get hurt for that and she got a good grade studying hard for the rest of the semester. Mrs. Ohtsuka also showed respect to the students. She tried to discover if any learner had a difficult time having a trouble to understand the learning material. My teacher was a strong communicator. She gave clear and positive feedbacks to the students’ parents at the parents’ interviews night. (Reference: Student book page 12)

To sum up, my experience for learning a second language was successful relating to the concepts in the TESOL 01 module. I was self-directed to learn Japanese. The environment of my class had modern teachings. Mrs. Ohtsuka was an enabler teacher type but an explainer and involver too at different times. I believe she was an effective teacher for having the characters to do the effective teaching.