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**Second Language Acquisition**

I have been studying English over 10 years. During this period of time, I’ve achieved different results whether I have a confidence to speak English to others or a fear to communicate even if I’ve put a lot of efforts in learning. It was more successful for studying in the United States for 1 year than for learning through all my middle and high school for 6years. The reasons of discrepancy between the outcomes of my second language acquisition are because I learned it from an autonomous and a goal-oriented way with a close rapport with teachers.

First, I agree that language learners learn better from actively directing themselves and having a teacher serving as a facilitator for them. In my middle and high school, teachers mostly taught student focusing on grammatical and lexical approaches. While teacher gave an explanation in front of class, I used to do other things than following what teacher is told, such as writing a letter, daydreaming, talking to my classmates next to me in a small voice. Such a teaching style which is described as ‘jug and mug’ wasn’t helpful at all for me to learn and improve my English skill. I didn’t concentrate on the subject, but teacher also doesn’t mind pointing me out to listen carefully to the lesson because she was busy to pour the amount of knowledge that she was supposed to complete in a limited time of class. However, during my ESL course in the United States, we used to discuss some topics teacher brought to the class. One of my favorite classes was that each group finds their favorite public art in the area and then does the presentation based on our own research about the artist. I was fully involved in the lesson and learn by having many chances to speak English. It was just like Malcolm Knowles suggestion in the characteristics of adult learners that learners assume responsibility for presentations and group leadership and teacher serves as a facilitator for us.

 Second, I believe that it is successful way that language learners should know what goal they want to attain. There are many reasons why I study English. It could be divided in achieving an external goal and an internal goal. In my high school year, learning language was just one of subjects that I have to pass the test to get into the university. I had no interests in learning so that I felt boring and difficult to connect to the class. As a result, I had a very low score and almost gave up at the end of my high school year. On the other hand, the class in the United States, I can tell that I have both an external goal which was to go to graduate school and an internal goal which was to survive in a foreign country. At that time, learning English was the fun, as a teacher demonstrates into the real life situation and I have chances of an experiential learning with the comprehensible samples of language. When I sometimes caught new vocabularies from teacher or classmates, I tried it to others in the practical circumstances. This kind of experiences has helped me learn better and apply the knowledge to obtaining my goal.

 Lastly, I think that the relationship within the classroom helps learners improve language skills. It seems that the rapport in a modern classroom is stronger and deeper than in a traditional classroom. When I think back in my high school, there were shortages of teaching method, activity, and relationship with teacher. One of my high school English teachers I remember him as ‘the explainer’ was very strict at school and had a very inflexible approach of teaching. He always told us to take notes about what he explained at the board and gave us a physical punishment when someone didn’t follow it. Because of his teaching style, I couldn’t really understand the lesson. I remember that I was busy all the time to ask classmate who is good at hand-writing for the note to borrow. Also, I never talked to the teacher personally because I was afraid of his characteristic. Such a situation made me worry about mistakes in this English class and spend more time to complain him than to study. On the contrary, my ESL teacher in United States was an easy-going person and showed me an interest about my goal and characteristics. It made me comfortable to ask some questions as well as involve actively in the class.

 In conclusion, it is important for us to acknowledge that the language acquisition works better with beliefs which are self-directed learning, goal-oriented learning, and being rapport between a teacher and a student. Learners will be happily joining in a class and gradually developing language ability in these ways of the learning process.