**TESOL 01: Second Language Acquisition Assignment**

Write a 500-750 word essay describing a second language environment that you have experienced. Was it a success or a failure as a language learning experience? Why? Relate your personal beliefs to concepts learned in the TESOL 01 Module: characteristics of adult learners traditional vs. modern classrooms, teacher types, and effective teaching.

**99th TESOL Weekday 김형원 (Chloe)**

I am learning teaching in the TESOL class to be a good English teacher but this time I would like to bring about my memory of a Japanese class I have taken when I was majoring in Japanese language in the university. It was a very successful language learning experience I have ever been exposed to.

First, let me list up the features of the 90-minute-long class to help understand the circumstances. The class was called “Multimedia Japanese” and was taken place twice a week in fall semester of the sophomore year. The teacher was a native Japanese female who had taught in Korea for more than 15 years, so she was a fluent Korean speaker as well as an experienced teacher. The class did not use a usual text book but students were required to buy an original Japanese version of a comic book whose title was “Nodame Cantabile”. What the students completed during the semester can be categorized as two different parts, translation and dubbing. Finally, the evaluation was based on participation (30%), midterm exam (30%) and final exam (40%).

Students attending the class were young adults who had dreams and goals, which made participation and competition burning. Especially Japanese majoring students were supposed to go to Japan as exchange students in their junior year, so they were in need to learn practical expressions they could actually utilize in near future. Therefore, the teacher’s choice of the comic book “Nodame Cantabile” was very smart since its story was about love, dreams and everyday life of college students majoring in music. Also, the teacher tried to support students with fun and useful examples of new expressions in the target language and grouped students of different levels to let them co-work and improve together during team project. I think her class perfectly covered all the characteristics of Adult Learners that Malcolm Knowles stated – Self-directed, Goal-oriented, Relevancy-oriented, Practical and Respect.

By looking at the learning condition of it, the class can obviously be classified as a modern classroom. It had less than twenty students and multimedia setting such as computers, a projector and a wide screen. In addition, how the teacher dealt with the class was far from the explainer type of teaching. The first mission for students to complete was making a Korean translated version of the comic book. They knew the Korean version already existed but their homework was to translate it into their own way of speaking. Later, they watched a Japanese animation version of the comic book. Even though they have already figured out the meanings of difficult expressions while translating, but they could have the opportunity to know the pronunciation, intonation and the nuance by watching it. The teacher let the students repeat the lines of the animation exactly the same way the characters sounded. A few weeks later, the teacher divided students into groups of 4 people and allotted one scene of the animation to each group. The dubbing project began. Each scene has lines of four characters so the students had to mimic the tones of the characters and recorded theirs on the animation. Plus, all the teams put on their subtitles and ending titles in their mother tongue too. The activities did not require the students to think about new ideas but made them work hard on the project and get used to Japanese expressions.

When the teacher explained new vocabulary by giving examples in Japanese, it looked like Direct method but I think the class was basically taught in Audio-Lingual method as new dialogues were taught repeatedly through translating and dubbing processes. The teacher did not check if the students memorized the contents or not, but they were led to overlearn and model the texts. All the students including me did repetition, multiple slots and Q&A drills for the projects even if no one told them to do so. So now I think the teacher managed the inter-mediate class very well by choosing a good source and the appropriate method.

For under high level students, it is hard to expect good productive language skills, so that teachers should help students get used to producing outputs because communication is the main goal for language learning. I think if I would like to apply Audio-Lingual method to an adult class, it would be necessary to find good contents that students would love to receive (listen and read) and produce (speak and write) just like the comic book for Multimedia Japanese class. **(747 words)**