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**My Second Language Acquisition**

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TESOL 106th

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Even though I’m a Ph.D. candidate in English Literature, I’d never thought I would be an English Teacher. When I was in the course of University and grad schools, my parents asked me to take a course to be a teacher, but I refused to accept their advice. Not knowing the exact reason, I just thought teaching is not fun. However, while I learn teacher types and teaching style in TIMES TESOL, the reason reveals quite clear as I recall my second language education. My second language acquisition was a not that successful. I’m going to call back my second language environments and describe them in the light of what I learn from TESOL class.

I started to study English from middle school. My parents thought early education would put pressure on kids. It was true for me because I was enthusiastic about studying English. Unfortunately, my first English teacher didn’t have passion for transmitting knowledge but for making her students get the best grades. There were big contests for all students in school that is the ones who memorize the whole textbook will get the best grades and additional prizes. So, the teacher, who had an extrinsic motivation, strongly drove us to memorize the textbook without understanding. I guess she might not consider teaching method at all. It was tough and I lost enthusiasm in English, but this experience is kind of helpful in some part. The words and sentences came to my unconscious so I can say ‘Fine, thanks you, and you?’ without hesitation when someone say hello to me. I would say, it was 20% successful.

The one who actually taught me English is my high school teacher. I didn’t have grammatical foundation before I met her. She was like a huge jug that poured out lots of grammatical knowledge into an empty mug like me. The class was informative but mostly boring. It was hard for teens to concentrate on the one hundred percent explanation based lecture. Though, one thing that is obvious is she increased my receptive skills. I barely listened to native speaker’s recordings before I met her. She used auditory material about 10 minutes for each unit and I felt English has a beautiful sound. Thanks to her, she gave me not only deductive instruction but also inspired me to have interest in English again. So I might say it was a 60% success.

The one who gave me the most desirable environment is my TOEIC teacher who I met online when I was a college student. She organized the class effectively. She started off TTT with three to five questions related to the class’s subject. When I had incorrect answer, I came to have expectations about learning something new. Then she explained the rules of grammar and logical reading which might be boring, but once in a while she made surprise attacks saying “I can see you are drooling!” or “Look into my sparkling eyes for three seconds.” Because of her humor, I got the feeling she was standing in front of me. After the overt explanation, she summed up the class with an outline having many blanks. Then she became an involver, not giving the answer directly, but guiding us to find the answer with the perspective that students might have, using lots of CCQs as well. I want to give it 80% success because it is still close to traditional way of teaching

I’ve been studying English or English Literature over twenty years, meeting about ten language teachers. I was shameful for I don’t have proper productive skills, simply guessing I need to expose myself to English talking environments. Through this class I realized my approach to the second language is not balanced. Before studying module 01, I have had no idea about the importance of showing Demo, giving ICQs and CCQs, arranging seating, and monitoring students’ activities. If I met more teachers who know teaching methodology well, I might have more interest in English language itself and might think I want to be an English teacher. To sum up, my former experience in second language environment is neither successful nor failure: it’s fifty-fifty which still needs to make up shortcomings.