Second Langauge Acquisition Assignment

**Second language learning**

**my personal experience**

Grace Ji Hye Yoon

133th WD Class

Teacher : Stephanie Talbert

Learning second language is quite tough in Country where that language is not commonly used. Korea is not naturally exposed to second language like English or Chinese compared to other countries, so most Koreans learn it from their classroom in public school or private language center. As an ordinary Korean, who was born and has lived over 30 years in Korea, I’ve also received education for English and Chinese in Korean style from elementary school to university. And I remember that most teachers I’ve experienced in Korea had **“Traditional teaching”** style. Especially when I studied Chinese in university, They mostly provided knowledge and information such as meaning of words and grammar for us, just like **‘jug and mug’**, what we could do were taking notes, murmuring some words quietly and repeating what teacher said sometimes. I think that is the reason that most Koreans are low on **productive skills(writing and speaking)** compared to **receptive skills(listening and reading).** I had a ‘Chinese conversation lesson’ when I was a senior, that was before I stayed in China for language training, although I’ve already studied Chinese for more than 5years, I couldn’t say even a very simple sentence properly! I realized something went wrong.

And another problem we had was that there were too many students in one classroom, so even if teacher wanted to be **‘the involver’** who could try many different kinds of appropriate and interesting activities and let students get more involved in class instead of just being **‘the explainer’**, It must have been hard to control many students. But I heard that these days there are only 25-30 students(It’s definitely much better than 20 years ago!) in one classroom in public elementary schools, which is really good for learners, so hopefully a typical teacher-centered classroom(**TTT**) would be gradually changed to a student-centered classroom(**STT**). And furthermore, teacher should understand there are **multiple intelligences** students have, such as **verbal, visual, musical, kinesthetic** etc., and try a variety of activities for each intelligence type.

By the way, When I have been taught what is called **Characteristics of Adult Learners-Malcolm Knowles** last week, I reminded the English class I had when I stayed in Toronto in 2011, and I think they mostly understood what adult learners are like. At that time, my main purpose for staying in Toronto was helping my cousin’s business, so I couldn’t really spend much time for studying English, the lesson was only for twice a week, but amazingly through that short lesson, I’ve improved in conversation skill a lot. Most of the students were ‘Adults’ from Asian countries who really needs practicing ‘speaking’ not grammar and vocabulary anymore, we were very **Goal-oriented**. And their teachers, they didn’t do lecture or explanation at all, their one and only goal was let student say in English something. The way was that each teacher and each student in pairs(it depends on how many number of teachers and students came in class) for 15 minutes and they have free conversation about some interesting topics, teacher is changing for each student in every 15 minutes, so student could have chance to talk with every single teacher in person. It was really **motivated(autonomous & self-directed)**, for having conversation successfully and building up good relationship with teachers, I tried to use all of my **knowledge from life experience**. Actually It can be a challenging for person who has no confidence in speaking, but It really worked for me.

I have my own leaning second language experiences, and most of them were not that successful except few lessons. while I’m learning about teaching through this TESOL course, I should analyze about my experiences more and find out which way is more effective for students.