**Second Language Acquisition Assignment**

Q. You have personal experience of language learning and familiar with theories of first and second language acquisition. Now you are ready to explore your own ESL teaching beliefs.

Write a 500-700 word essay describing a second language environment that you have experienced. Was it a success or 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.

It is clear evident that learning a second language after childhood period has a tremendous difference in our lives. Some people would think that, teaching a second language to adult learners should imply same methods for children and adopt traditional teaching ways because they have stubborn and even have nonflexible-minded. I, however, believe that teachers who direct second language to adult learners should focus their efforts on researching and studying characteristics of adult learners. There are several reasons that I could discuss to support my argument So, I would limit my discussion to the two that I feel are the most relevant to the topic.

First of all, the most important reason for my feeling this way is adult learners have 6 clear traits related to studying foreign language. To identify these characteristics, let me illustrate one well-known educator. Malcolm Knowles was an American [adult](https://en.wikipedia.org/wiki/Adult) [Educator](https://en.wikipedia.org/wiki/Educator), famous for the adoption of the theory of [andragogy](https://en.wikipedia.org/wiki/Andragogy)—initially a term coined by the German teacher [Alexander Kapp](https://en.wikipedia.org/wiki/Alexander_Kapp). Knowles is credited with being a fundamental influence in the development of the [Humanist](https://en.wikipedia.org/wiki/Humanism) Learning Theory and the use of learner constructed contracts or plans to guide learning experiences.

Normally, first trait is autonomous and self-directed. Adult learners prefer to be free to direct themselves. They actively can involve themselves in the learning process and serve as a facilitator for them. Second, they focus on life experiences and knowledge. Learners need to connect learning to their knowledge and experience base, especially, family relationships, professional life, and previous academic experience.)

Third, goal-oriented. When adult learners enroll a course, learners usually know what goal they want to attain. And, goal organization and clearly defined elements are much appreciated.

Next, learners are relevancy-oriented. They must see a reason for learning something new. It has to be applicable to their work or other responsibilities to be of value. Fifth trait is practical. Learners may not be interested in knowledge for its own sake. Last, respect is the last factor of adult learners. They should be treated as equals in experience and knowledge.

In my personal second language acquisition, it proved definitely. When I was a high school student, I took a portuguese class by my class subject choice. Unlike nowadays, second language class was very strict, stubborn atmosphere. I remind the class as so called ‘traditional teaching’. ‘Traditional teaching’ comes in many varieties, but is often characterised by the teacher spending quite a lot of class time using the board to explain things. To many beginners in a traditional teaching style, they usually feel very boring and hard to find great motivation what goal they could find. Through the lesson, The Portuguese teacher keeps control of the subject matter, makes decisions about what work is needed and orchestrates what the students do. And, I often did some practice exercises to test whether I have understood what I have been told. Also, my role was primarily just to listen and control and, perhaps, take notes with a view to taking in the information. Often the teacher takes as if by right permission to direct, give orders, tell off, rebuke, criticise, possibly with limited or no consultation. As a result, my second language acquisition of portuguese failed because of passive learning style. Her teaching style can separate into ‘The explainer’, relies mainly on ‘explaining’ or ‘lecturing’ as a way of conveying information to the students.

Meanwhile, after graduation in a high school, I had a chance to study abroad to Japan for my bachelor’s degree. My mental status could call adult learners who have 6 traits to learn something new. And, I met a teacher who could divide ‘The enabler’- one of three kinds of teacher- is confident enough to share control with the learners, or perhaps to hand it over to them entirely. Needless to say, at that time, my goal was very clear so that I desired to study abroad to Japan.

She is a great sample of effective teaching. During the class, the Japanese teacher always gave me clear positive feedback, really listen to his/her students. And, a teacher shows sincerely respect his/her students. From this experience, I could successfully achieved Japanese language acquisition.

This clearly shows that the teacher I recall with most pleasure and respect was the one who listened to me, who encouraged me, who respected my own views and decisions.

All things considered, with the reasons mentioned above, I believe that I have sufficiently and adequately explained my position on the matters regarding this topic.