**Second Language Acquisition**

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I learned English for the first time as a second language in middle school. And then I experienced both French and Japanese as a second language in high school. Also I majored in English Literature in college.

I am ashamed to say that I cannot speak English fluently. Although, I have studied English many years, my second language skills are not very well.

I have wondered why this strange phenomenon occurred. It is certainly not only the problem of the efforts of individuals.

I think that need to be a more effective way to learn a second language environment. To begin with, I would like to explore about Traditional and Modern Teaching.

For many of us, school teaching was in a style we could characterize as ‘traditional’. While the details may vary considerably from school to school and between different countries and cultures, there will still be many aspects of ‘traditional’ teaching that are familiar to many.

‘Traditional’ teaching comes in many varieties, but is often characterized by the teacher spending quite a lot of class time using the board to explain things-as if ‘transmitting’ knowledge to the class-with occasional questions to or from the learners. After these explanations, the students will often do some practice exercises to test whether they have understood what they have been told.

The process by which traditional teaching is imagined as working is sometimes characterized as ‘jug an mug’-the knowledge being poured from one receptacle into an empty one.

It is often based on an assumption that the teacher is the ‘knower’ and has the task of passing over knowledge to the students, and that having something explained or demonstrated to you will lead to learning – and if it doesn’t, it is because the teacher has done this job badly or the student is lazy or incompetent.

Now, I am trying to draw a comparison between ‘Traditional’ and ‘Modern Teaching’ specifically.

Traditional teaching is giving knowledge or skills to students but Modern is the process of providing guided opportunities for students.

The teacher of traditional is monopolizes discussion and teacher-centered and information giver but the teacher of modern is students participates in the discussion and student-centered and facilitator.

Besides, the ambience of traditional is passive and stresses the “what” of learning, thus capitalizing on the use of memory work, question and answer method and opts for conformity, thus expecting each student to come up with the predetermined learning results. But the ambience of modern is active and emphasizes the “why” and the “how” of learning, thus encouraging students to do investigatory and exploratory work. Also, provides students with certain degree of freedom, giving them chance to develop their creativity and resourcefulness.

Concerning the methodology is that traditional uses fixed methodology, confined in the four-wall of the classroom but uses variety of methods in teaching and explores different avenues for learning.

Finally, the traditional teaching is that utilizes conditioning to reward learning but the modern is that emphasizes the intrinsic benefits of learning.