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Differences in Language Acquisition Ability according to Educational Environment.

TESOL

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Most countries are communicate to English. unfortunately, Korea is non-English area.

Many Koreans are spend much time, money for learning English.

Usually, Korea people are start when they were elementary school student to highschool or until university graduate. For example we have been to learning English and a lot young people have a high score of TOEIC(Test of English for International Communication)

Nevertheless, when they are bump into with foreign real situation in life, enerally, most people are embarrassed with talk to native. Also they want to avoid this situation.

In this essay is how to successful learning English, and it compare about Korea and New Zealand's English education system on my experienced.

I had studied at New Zealand for six months. when I stayed there it was give effective outcome.

First of all, we need various learning systems and we need to think outside the traditional box.

To quote Linguist Stephen Krashen 'theory of how adults learn a second language', first theory 'Acquisition and Learning hypothesis' he said most important thing is communicate than not on rote memorization of rules.

These days English education market is more expand. Korean private education system is generalization. but it is still traditional classroom or still Teacher center. As a look like a Jug(teacher) and Mug(student), chalk(teacher) and chalkboard. one way teaching method cause lack of eliciting or rapport, low retention of learner. When I was learned English in Korea, I couldn't remember for longtime, also I felt stuffy and bored.

Language has the four basic skills (Listening, Speaking, Reading, Writing)

In spite of English class was highlighted only reading and listening part.

and we just become passive without speaking and writing

Secondly, modern class room magnify the importance of the Student-centered.

I learned English at language academy in New Zealand. I really surprised. There were many different types of teacher. When I imaged Korean English teacher were only explainer or enabler. but New Zealand teachers teaching was modern and student-centered. And they are based on the 'witty explainer to enthusiastic involver'

For example, when I didn't know some word, they didn't use electronic dictionary instead asked my partner or group people then after asked teacher or use english-english dictionary.

They were prepared various activities or hand outs, especially, they use clearly language systems(grammar, lexis, phonology, discourse, function) in class
In addition language skills using the four language skill together on lesson.
Such as listening and reading are receptive skills, speaking and writing and productive skills

They taught based on Stephen Krashen's 'theory of 'The Monitor hypothesis'(when the learners know the rules of the language, they can self correct) and 'The Input hypothesis'(teacher give comprehensible and various materials to student) and 'Affective Filter hypothesis'(free to take risk, self-confidence, self-esteem) so when students were solving a question then if they answered wrong, teacher didn't immediately correct answer, teacher was just give a hint about question and give enough time. Teacher just helped, student could solve by themselves then teacher give positive feedback for that result.
And my class most important thing was constantly attempt to communication each other for quality of relationship within our class.
So, when I was learned English, it could be more easy and be comprehensible.

In conclusion, contain Respect, Empathy, Authenticity and fine out eliciting.

Korea have various contents of English education, but there don't exist diverse teacher types. Because teacher is focus on Scholastic Aptitude Test or old teacher are prefer to lecture method instruction.
A lot learner are have different progress from their individual difference in learning the language. it is related to the characteristics of individuals.
We need focus on not only result but progress. such as audio visual, discussion groups, experiential learning, mentoring other.
Teacher and student, student and student relationship is very important too.
When I talked to with native, I afraid of my mistake. now, I can't speak more fluency sometimes I answered wrong but I have confident when I talk with native because while I stayed at New Zealand, my teacher always, given encourage to me. She told to me " you are not native, because you are learning not mother language. Don't worry, you can do it." It is can't buy a supermarket or can't get a book. I mean language is we can learn a book as well as through person.

