My Essay

Name: Nakyung Choi

Class: TESOL 147

Date: 01-13-2017

Teacher: Jayme

My personal experience of language learning that I have experienced was failure. I would like to write an essay describing a second language learning experience when I was in high school. It seems clear that the achievement of my second language learning was low for several reasons. First, all my classes were in a ‘traditional’ teaching style. Second, my teachers were “the explainers” with limited knowledge of teaching methodology. Third, lesson plans were designed and planned having overlooked a balance of four language skills, which are speaking skill, listening skill, reading skill and writing skill.

To be begin with, a ‘traditional’ teaching approach is characterized by some features that are passive students, teacher-centered class, and high level of T.T.T.(Teacher-Talking-Time). This demonstrates that a ‘traditional’ teaching has many disadvantages as a teaching method of a second language. In my experience, as a learner, all I was asked in class was to sit still and listen to teacher’s lecture. It is based on assumption that the knowledge was poured from teacher to students, which leads to a success of conveying the information; This process of teaching is also called as ‘jug and mug’. As we have known, However, teaching itself, in other words, transmission the knowledge does not mean of learning acquisition. With all the features of a ‘traditional’ teaching and assumption based on, it is evident that my second language learning experience ended up with failure.

On top of that, all my high school teachers were “the explainers” having limited knowledge of teaching method. Due to lack of methodology, teachers fail to offer organizational procedures and techniques as well as to involve the students actively and prepare proper activities. Additionally, the teachers as “the explainers” is likely to ignore the importance of rapport. I firmly believe that without an awareness of effective working relationship and a positive classroom atmosphere, the teachers do mostly not put an effort into building ideal educational environment. For instance, my English teacher in high school always created a nervous atmosphere with her teacher’s authority in her class. She did not seem to care about the rapport or how students are feeling within her class nor she tried to involve the students in her class. Thus, my language acquisition was a slow process.

Lastly, the lesson plans were only focused on reading skills. Classes were supposed to be planned with a balance of four language skills. However, in my experience, there were no processes of reinforcing speaking skill and writing skills in class at all. There were lessons for reading skills only and very rarely for listening skills. That means, classes were not able to provide appropriate education for output, productive skills, which are speaking skills and writing skills.

To sum up, my language learning environment in high school lead to failure as a language learning experience as it was in a ‘traditional’ teaching style focusing on only reading skills by the teacher, the explainer. All things considered, it seems clear that my second language learning experience was failure.