**My Experience of**

**Learning English as a Teenager**

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At teenager years, my experiences of learning English were terrible in a word. I spent my teens in 1980’s in Korea, at that time Korea society had poor levels of English education. It was no wonder that my homeland was a developing country and the whole world wasn’t faced with the era of globalization in 80’s. In those few-ago days, the same way many Koreans do, I had been trained English for more test than communication and for more grammar than talk. Besides, for a funny example, I got a pronunciation correction from my English teacher with incomprehensible Gyeongsang-do English dialect such as ‘[misita] (not [mɪstə(r)]) Kim as Mr. Kim’. I was scolded from my Gyeongsang-do mentor, if I pronounced it correctly ‘[mɪstə(r)] as Mr.’ I had learned wrong pronunciation and had got useless test repeatedly. In spite of, English is a living language and language should be as language does. Give an example, we should have listened, spoken, read and written during everyday life not just in a classroom, if we wanted to talk to others in English. Anyway, even if that ways were natural and the best at old pre-modern times in my country, it was completely ineffective.

Time goes by, I have grown into an adult and the era of globalization has come. These days, situation of English education has more or less changed partially. Now, my nieces listen to conversations of [accurate pronunciation](http://endic.naver.com/enkrIdiom.nhn?idiomId=769ca55140b6415dbdc539e3f0836bc4&query=%EC%A0%95%ED%99%95%ED%95%9C+%EB%B0%9C%EC%9D%8C)s since childhood, children can be taught by native teachers easily and they can get overfull reading materials from internet or everywhere. Of course, these are good. However, endemic problem is here. English learners in Korea study for test not for daily communication without any joy of learning still now. Usually they should exposure one way listening from DVD or media materials in a school instead of real talk with other English speakers daily. From the beginning, their reading texts are so difficult such as thesis of degree of doctor. Even these articles are as hard as students can’t understand if they were translated into Korean. Results? Korean English learners are experts in grammar but never talk after 20 years of English education. Because English educations of Korea are kinds of teaching by rote somewhat.

The whole process is contrary to innatist approach that all people have a talent to acquire a language for themselves by Noam Chomsky, American Linguist. On one hand, it conflicts with constructivism that education is processed from inside and out, human interaction in society, by Jean Piaget, Swiss psychologist. One more, special mentioning about reading materials, extremely hard tasks run counter to input approach by Stephen Kristen, American linguist. Krashen emphasized that expose students to English level they can understand now, or just beyond. Furthermore, he said it’s important that no pressure on students to produce new language until they are ready too. Since, this method is commensurate with six stages of child-centered learning that attracts voluntary participation and motivation from students.

Although theories of those famous scholars are not right completely, I think it is true that they are effective for education in some ways. Therefore, I assert our learning English should be changed easier, more fun. I underlined again, language is tool of daily life. It should be fun and effective, so language education give space to notice, want, challenge, play, succeed, link for students oneself.