Title : My Experience of Secord Language Acquisition

 Name : Yang Yeon Mi ( Lily)

 Class number : 169th WD

 When I was middle school student, my father had a satellite dish installed on the

 roof of house. At that time , I had watched NHK, Japanese TV program, whenever I was free.

Specially it was Japanese broadcasted cartoon that engages both the mind and the eye because of the other painting system. I had long for Japan since I experienced Japanese culture and its scene through the Japanese TV program. At last I made a decision that I study Japanese at a university.

 In Korea, when we learn second language, the classes are taught in the mother tongue, with little active use of the target language.

At first , we learn a target language’s alphabet while we follow teacher’s pronunciation or through audio sound.

Next , much vocabulary is taught in the form of lists of isolated words. Students translate target language to native language or native language to target language by using memorizing game, flesh card.

And than construction of a sentence, grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words. There are only long elaborate explanation of the intricacies of grammar are given.

Teachers pay little or no attention to conversation in target language, because in Korea, all educational courses focus on the entrance examination of university. So students hope that they learn how to answer reading comprehension question and want to memorize antonyms and synonyms for words or sets of words to get high points.

 Under such the condition of environment, Korean teachers are made an “explainer”, Explainer style also know the subject matter well even if they use limited knowledge of teaching methodology. But they tend to rely on explanation or lecture to convey information to students. Their students mostly listen and take a note. Sometimes, there are some asking and answering question. As a result mostly students are passive attitude to their class .

But my teacher, Japanese cartoon in TV is different. When the baby starts learning to speak for the first time, they are getting to know vocabularies from around them, and they memorize them as learning by repetition. After learning a lot of words, the child starts to string more words together. In the case of listening, babies’ parents explain the situation we are in as they are keeping up a conversation regardless if it put a listening to the child‘s understanding.

In my learning Japanese case ,exactly, it is not the same situation but I had learned right words ,pronunciation of words, how to make a sentence ,inflection of words and so on, Whenever I had watched different scene.

But after entering the university, I wasn’t interests in Japanese any more , I realized that my interest is not Japanese literature but spoken Japanese , I have wanted to know their cultures through the spoken Japanese.

 In the first week, we have to figure out that what we should find out about our students in order to make a successful classroom dynamic.

I thought the best one among important things is students’ reason for needing English and need to know our students. For instance it is their level and intelligence. If I become a teacher after completing TESOL course, my teaching style might be an ‘involver’.

In Korea, we can’t pass over a test score for college admission. So I will study subject matter well and be familiar with teaching methodology by using many techniques including explanation.

I have to keep in mind that the most important is to try actively involve students and puts effort into finding appropriate and interesting activities to involve them.