177th DW Christina(이재선)\_Essay1

Second language environment that I have experienced was not effective and efficient.

English teachers haven’t considered as per “Three Learner Modes” which means, they’ve not much understood the student’s individual characteristics who Auditory/Visual/Kinesthetic learners is. therefore, could not provide effective teaching methodology so that students can easily learn English. Teachers have focused and provided teaching about grammar and translation as explainers. They knew the subject matter. However, just conveyed knowledge/skills to the student by pouring explaination with writing down some important learning points in blackboard that makes student just listen, make notes and occasionally ask questions. From a student point of view, not challenged and motivated. very passive. This is the traditional classroom. Only teacher is active and centered in classroom. Teachers should be able to provide the “student-centered” class with good balances of three teacher’s type “Explainer, Involver and Enabler” to be modern classroom. Teachers should be explainer to be informative, involver for students to involve actively and find appropriate activities and enabler to guide or counsel to increase student-student interaction.

Multiple Intelligence Theory could be very helpful to teachers so as to understand students and teachers themselves because, most class much focused on the Verbal linguistic intelligence and Logical/mathematical Intelligence in Korea. Actually, Teachers spent many time to teach grammar and vocabulary to enhance reading comprehension techniques and moreover, most evaluation has been done with these skills, understand articles, choose correct answers and fill in the blank exercise. This is not always bad. But little attention is given to the listening and speaking

To approach my English learning experience in view of Stephen Krashen’s five hypothesis.

Teachers request students to memorize the multiple sentences or dialogues in the textbook which made students to “learn” English with use of the conscious acceptance of knowledge instead of “acquisition” which involves the subconscious acceptance of knowledge. Students are likely to be slow speaker and reader and also, retention of English skills learned is limited.

Teachers pour comprehensive English input, most likely about grammar rules and vocabulary to students. thus, they are not successfully motivate students feeling frustration since an effective way to challenge student is that input should be one step beyond the learner’s current language ability( input + 1)

Evaluation is strictly scored and feedback is proved with test result only. It can influence students to have anxieties and less self-confidence in terms of “affective filter theory”. Atmosphere to make mistake and take risks should be provided to the students. In this regards, use of monitoring and error correction should be limited. If abused, it can accelerate the accuracy , whereas it can be affected badly to fluency upon Monitor Hypothesis

In regards to learner retention, teaching style I have experienced is not good as class consisted of lecture, reading and audio-visual teaching techniques. Not much use of effective ones such as discussion groups, experiential learning and teaching mentoring others. Consequently most learned skills have been forgotten.

Upon my experience, As/when needed to communicate in English, I found difficulties with all aspects of English; speaking, listening, writing and reading.

I had been trained to be able to have good scores for various English tests. Consequently, my experience was not successful.