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# My first experience of second language acquisition

 I would say my first experience of second language acquisition was not really successful. Here are some reasons that I think it was a failure experience.

 First, I’ve been educated where the teacher was always an **explainer**.

 I can still remember in my high school days. One day, I had a problem with one grammar thing in my class and I asked it in the middle of the class. The teacher looked distinctly uncomfortable with it because he might think I tried to interrupt his class. He just kept explaining with no clear answer. It seemed that he wanted to finish the class just in time as scheduled. The only thing I could to do was primarily listen and concentrate and take a note. That was my role as a student at the time. Since then, I started to lose my interests in my language class. I felt that my teacher tried to show off his knowledge of subject only as an **explainer.**  He might take the easiest way of teaching where I could not feel any **rapport** with him. Definitely, He mainly relied on explaining or lecturing as a way of teaching.

 **Learner’s Retention rates** shows us how well students remember things when they learn. Although, a lecture is the least effective way of teaching and learning, my teacher was always used this technique in his class.

 I think explaining things too much can only bring simple information to the students. Explaining is not the best way of teaching at all, especially in a language class.

 Second, I would say I was accustomed to the **traditional classroom**.

Once, I had a chance to study at the United states in my 20’s. I was pretty shocked after taking a short class at the university which was really **modern classroom**. The students were seating with a horseshoe-shaped arrangement and doing their group mission together.

An actual atmosphere of the classroom was totally comfortable so that I could feel a good **rapport** with other students and even with a teacher.

At that time, I was not the kind of person who can easily make a conversation with a new people.

 But the comfortable atmosphere in their classroom was helping me to start a

conversation even with new classmates. It was an extraordinary experience for me. In Korea, the teacher does not try to make any **classroom dynamics** where students can feel more comfortable learning and communicating with other people. The learning style in Korea was a studying rather than an acquiring. Because we have a strict atmosphere in which the students are mainly **auditory learner** mode.

The teachers should try to understand their students have different strengths in **Multiple intelligences.** It is based on the idea that each individual learner has many intelligences that could be developed over a lifetime.

As for me, I think I have an ability to use my body to express and to solve the problems which means learning by doing something.

Unfortunately, In the traditional classroom, my teacher never considered what I really have.

 Third, I think that there was no consideration about an **Individual learner differences** in my classroom**.**

 When I look back upon my school days, the teacher sometimes ignored that each of us has different motivation for our learning. It’s always important to find out their internal or external reasons why they learn it. One of my high school teacher forced me to take French as a second language preparing for a college entrance examination.

If my teacher would suggest me to take it just as purpose of travel or fun, I would have better motivations for learning it. But with no consideration about an individual learner differences, which brought me into the lack of motivation.

The lack of motivation cannot be helpful for the student.

 In conclusion, moving forward as a teacher, I think that I have to remember one thing. People can easily acquire their language in only one way when our motivation is high when we receive a comprehensible input in a zero anxiety environment.

Plus, I will make sure that Stephen Krashen’s theory of how adults learn a second language where a comprehensible input should always be just one step above the learner’s current language ability which is based on **Input Hypothesis.**

I hope that my students would have more successful experience of their second language acquisition with me in the future.

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