abcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzlzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnm

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| **TESOL 01/02: Second Language Acquisition Assignment****English as a Second Language****Jane Seoyeon Hong****Professor Thomas Van Coillie****October 15th, 2008**(Word Count: 917) |

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**Introduction**

This paper is mainly about Second Language Acquisition (SLA). In this paper, first, I went over the key terminology in the literature review section which may be used to describe the Second Language Acquisition process and its underlying concepts. Then I briefly wrote about my personal experience of language learning, learning English as a Second Language(ESL) in my early childhood at an international school. I also compared my language environment with learning Chinese at work in my adulthood.

By analyzing my experience, I came up with some successful language learning experience which in future I would like to apply in my lesson plans. I described them in my Results/Reflection section with some ideas how traditional Korean English learning classes could be a little more beneficial in my conclusion. At the end, to make clear of what I understood in the readings and in class, I made appendixes to help visualize what I have learned.

**Literature Review**

Key Terminology

***Teaching*** Teaching is to help create the condition in which students are able to learn. ‘Teaching and learning’(Scrivener, 2005:p18)

***The Students*** The student language proficiency may be described in levels. ‘Common level structures in schools’ (Scrivener, 2005:p66)

***Characteristics of Adult Learners*** Malcolm Knowles identified five characteristics of adult learners: autonomous (self-directed), goal-oriented (highly motivated), relevancy-oriented (interested in applicable skills), want to see the reason and need to be shown respect.

***Language Systems*** The five basic language systems how we analyze language are grammar, lexis, Phonics, discourse and function.

***Grammar*** Grammar is the rules of English or the target language.

***Lexis*** Lexis of the vocabulary is the meaning of the words.

***Phonics*** Phonics is the sound of words or the combination of letters.

***Discourse*** Discourse is a language used above the level of the students.

***Function*** Function is the use of words in particular situations.

***Language Skills*** The four basic language skills are listening, reading, writing and speaking.

***Receptive Skills*** The receptive skills are listening and reading.

***Productive Skill*** The productive skills are writing and speaking.

***Integrated-skill Approach*** the integrated-skill approach is the receptive and the productive skills used together.

***Traditional Teaching*** Traditional teaching is a teacher-oriented way of teaching. ‘Traditional teaching’ (Scrivener, 2005:p16)

***Three Learner Modes*** Three modes of learning are visual, auditory and tactile-kinesthetic.

***Methodology*** A method is a specific way of teaching. It is an overall plan of teaching using the four language skills (reading, writing, speaking and listening).

***Approach*** Approach is the beliefs and assumptions about the nature of the language.

***Design*** Design in methodology is the curriculum.

***Procedure*** Procedure is the classroom resource such as the equipment.

***The Grammar-Translated Method*** The grammar-translated method is also known as the classical method, used for the purpose of helping students read and appreciate foreign language literature.‘The Grammar-Translation Method’ (Larsen-Freeman, 2007:p11)

***The Direct Method*** No translation is allowed in the direct method, the meaning is conveyed directly in the target language through the use of demonstration and visual aids. ‘The Direct Method’ (Larsen-Freeman, 2007:p23)

***The Audio-Lingual Method*** The audio-lingual method is an oral-based approach, which drills students in the use of grammatical sentence patterns. ‘The Audio-Lingual Method’ (Larsen-Freeman, 2007:p35)

***Total Physical Response (TPR)*** The Total Physical Response (TPR) is a way to achieve understanding of any target language by following the directions uttered by the teacher without translation. ‘Total Physical Response’ (Larsen-Freeman, 2007:p109)

***Communicative Language Teaching*** The communicative language teaching is a Communicative Approach (Widdowson 1990) that requires communicative competence, students aim to able to communicate appropriately. ‘Communicative Language Teaching’ (Larsen-Freeman, 2007:p122)

**Analysis/Examples**

 As well as some excellent teachers we remember, most of us have probably seen examples of teachers who are boring, strict, unkind, or incompetent. Luckily, as I recall, I was put in the ESL(English as a Second Language) class for grade one students in an international school with some \*\*\* teachers. I still remember their faces and names, the songs we sang, the games we played, the home assignments and how motivated a student I was. I closed my eyes and thought for a moment. How did I learn English? What made me so exciting learning a second language? Why do some people think I am good in English?

 Even it has been more than twenty years, we had very modern teachers who emphasized student-oriented class where voluntary work and autonomy were highly appraised. For example, to decorate the classroom, we had to sit together in two groups to discuss what we need to do, who is going to do, and what is needed to be done first. We had to discuss in English, yet we were all beginners, we needed to make so many gesture, utterances, and even needed to draw things. Because there are all different levels of students, some were able to help others and the teachers were always there to ask. The students were told to ‘decorate the classroom’, nothing else. To do this, the classroom got noisy, the students were busy ‘communicating’ with others. By letting the students to divide their work by themselves, some students decided to make things, some students decided to clean the classroom, they easily approached their multiple intelligent skills.

 The ESL course ended after a year, regarding the student is at least an intermediate level, able to take classes with the student whose mother tongue(L1) is English. By the time students graduate ESL, the student’s reading, listening, writing, speaking skills were evaluated. This evaluation was taken place throughout the whole year, unlike some of the schools where the students take certain exams to pass the course.

 In my adulthood, I worked in Beijing, China, at a Hong-Kong based firm where I spoke English most of the time. There I had Chinese classes in the morning for those who cannot speak Chinese. We had a teacher who also spoke some English at a pre-intermediate level to help us translate the words. Because everybody was interest in ‘real-life’ Chinese, most of the times the teacher would give us some commonly used vocabularies and explain the meaning, pronouncing the words for us to follow then we had to memorize them till the next class to have a quiz on them. It was more like a traditional way of teaching, we even memorized some conversation in whole. Sometime the sentences were translated into English, and some grammatical rules were similar with English. At times, some Chinese words were not able to translate, because there were cultural differences between English spoken countries and China. After six month of learning, one hour a day for three times a week, I was able to go to the local groceries, receive simple phone calls and buy airline ticket in Chinese. Overall, living in China, especially where everyone speaks Chinese with very little population able to speak English, the traditional teaching method was a great help in the beginning of learning the language in a short time for a highly motivated, goal-oriented adults.

**Results/Reflection**

 Both the traditional and modern way of teaching have advantages and disadvantages. I learned English in a modern class, whereas learned Chinese in a traditional class. Among them some successful language learning experience is to put the students in an environment where they are highly motivated. Some students, without knowing that they have to ‘sit down and study’, the students are already exploring their language experience and developing them. Teaching is to help create the condition in which students are able to learn. ‘Teaching and learning’(Scrivener, 2005:p18)

**Conclusion**

 The teaching skills in acquiring second language, the level, age, characteristics of the students are very important. Also, the learning skills vary by age that when you are too young, you may not even understand the nature of lecturing, or not even able to sit for hours. Teaching sills must vary according to who your students are. To communicate in foreign language must be the reason for learning the second language, however, sometimes put that goal aside and let the students do their thing, make friends with classmates, discuss about their issues, learn from the ‘better’ and help the other, socialize with the mates to foster their ability to acquire second language.

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Amstrong, T. (Unknown). *Multiple Intelligences for Adult Literacy and Education.* Retrieved October 13, 2008, from http://literacyworks.org/mi/home.html

**Appendix**

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| **Appendix 1** The Students‘Common level structures in schools’ (Scrivener, 2005:p66) |
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| **Appendix 3** Language Skills |
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| **Appendix** **4** Traditional vs. Modern Teaching‘Characteristics of traditional teaching (Scrivener, 2005:p16) |
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| **Appendix** **5** Teaching Style‘Three kinds of teacher’ (Scrivener, 2005:p25) |
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| **Appendix** **6** Effective Teacher‘Respect, empathy and authenticity’ (Scrivener, 2005:p24) |
|  |
| **Appendix** 7 Learner Retention‘Common level structures in schools’ (Scrivener, 2005:p66) |
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| **Appendix** **8** Educational Psychology‘Experiential learning cycle (Scrivener, 2005:p20) |
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| **Appendix** **9** Second Language Acquisition (SLA) – Stephen Krashen’s Five Hypothesis |
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| **Appendix** **10** Multiple Intelligence Theory – The Seven Intelligences‘Multiple intelligences’ (Scrivener, 2005:p64) |
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| MI symbols | Headline: Find your strengths!This form can help you determine which intelligences are strongest for you. If you're a teacher or tutor, you can also use it to find out which intelligences your learner uses most often. **Instructions:** Read each statement carefully. Choose one of the five buttons for each statement indicating how well that statement describes you.1 = Statement does not describe you at all2 = Statement describes you very little3 = Statement describes you somewhat4 = Statement describes you pretty well5 = Statement describes you exactly

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |
|   |
| 1. I pride myself on having a large vocabulary. |  |  |  |  |  |
|  |
| 2. Using numbers and numerical symbols is easy for me. |  |  |  |  |  |
|  |
| 3. Music is very important to me in daily life. |  |  |  |  |  |
|  |
| 4. I always know where I am in relation to my home. |  |  |  |  |  |
|  |
| 5. I consider myself an athlete. |  |  |  |  |  |
|  |
| 6. I feel like people of all ages like me. |  |  |  |  |  |
|  |
| 7. I often look for weaknesses in myself that I see in others. |  |  |  |  |  |
|  |
| 8. The world of plants and animals is important to me. |  |  |  |  |  |
|  |
| 9. I enjoy learning new words and do so easily. |  |  |  |  |  |
|  |
| 10. I often develop equations to describe relationships and/or to explain my observations. |  |  |  |  |  |
|  |
| 11. I have wide and varied musical interests including both classical and contemporary. |  |  |  |  |  |
|  |
| 12. I do not get lost easily and can orient myself with either maps or landmarks. |  |  |  |  |  |
|  |
| 13. I feel really good about being physically fit. |  |  |  |  |  |
|  |
| 14. I like to be with all different types of people. |  |  |  |  |  |
|  |
| 15. I often think about the influence I have on others. |  |  |  |  |  |
|  |
| 16. I enjoy my pets. |  |  |  |  |  |
|  |
| 17. I love to read and do so daily. |  |  |  |  |  |
|  |
| 18. I often see mathematical ratios in the world around me. |  |  |  |  |  |
|  |
| 19. I have a very good sense of pitch, tempo, and rhythm. |  |  |  |  |  |
|  |
| 20. Knowing directions is easy for me. |  |  |  |  |  |
|  |
| 21. I have good balance and eye-hand coordination and enjoy sports which use a ball. |  |  |  |  |  |
|  |
| 22. I respond to all people enthusiastically, free of bias or prejudice.  |  |  |  |  |  |
|  |
| 23. I believe that I am responsible for my actions and who I am. |  |  |  |  |  |
|  |
| 24. I like learning about nature. |  |  |  |  |  |
|  |
| 25. I enjoy hearing challenging lectures. |  |  |  |  |  |
|  |
| 26. Math has always been one of my favorite classes. |  |  |  |  |  |
|  |
| 27. My music education began when I was younger and still continues today. |  |  |  |  |  |
|  |
| 28. I have the ability to represent what I see by drawing or painting. |  |  |  |  |  |
|  |
| 29. My outstanding coordination and balance let me excel in high-speed activities.  |  |  |  |  |  |
|  |
| 30. I enjoy new or unique social situations. |  |  |  |  |  |
|  |
| 31. I try not to waste my time on trivial pursuits. |  |  |  |  |  |
|  |
| 32. I enjoy caring for my house plants. |  |  |  |  |  |
|  |
| 33. I like to keep a daily journal of my daily experiences. |  |  |  |  |  |
|  |
| 34. I like to think about numerical issues and examine statistics. |  |  |  |  |  |
|  |
| 35. I am good at playing an instrument and singing. |  |  |  |  |  |
|  |
| 36. My ability to draw is recognized and complimented by others. |  |  |  |  |  |
|  |
| 37. I like being outdoors, enjoy the change in seasons, and look forward to different physical activities each season. |  |  |  |  |  |
|  |
| 38. I enjoy complimenting others when they have done well. |  |  |  |  |  |
|  |
| 39. I often think about the problems in my community, state, and/or world and what I can do to help rectify any of them. |  |  |  |  |  |
|  |
| 40. I enjoy hunting and fishing. |  |  |  |  |  |
|  |
| 41. I read and enjoy poetry and occasionally write my own. |  |  |  |  |  |
|  |
| 42. I seem to understand things around me through a mathematical sense.  |  |  |  |  |  |
|  |
| 43. I can remember the tune of a song when asked. |  |  |  |  |  |
|  |
| 44. I can easily duplicate color, form, shading, and texture in my work. |  |  |  |  |  |
|  |
| 45. I like the excitement of personal and team competition. |  |  |  |  |  |
|  |
| 46. I am quick to sense in others dishonesty and desire to control me.  |  |  |  |  |  |
|  |
| 47. I am always totally honest with myself. |  |  |  |  |  |
|  |
| 48. I enjoy hiking in natural places. |  |  |  |  |  |
|  |
| 49. I talk a lot and enjoy telling stories. |  |  |  |  |  |
|  |
| 50. I enjoy doing puzzles. |  |  |  |  |  |
|  |
| 51. I take pride in my musical accomplishments. |  |  |  |  |  |
|  |
| 52. Seeing things in three dimensions is easy for me, and I like to make things in three dimensions. |  |  |  |  |  |
|  |
| 53. I like to move around a lot. |  |  |  |  |  |
|  |
| 54. I feel safe when I am with strangers. |  |  |  |  |  |
|  |
| 55. I enjoy being alone and thinking about my life and myself. |  |  |  |  |  |
|  |
| 56. I look forward to visiting the zoo. |  |  |  |  |  |

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| Section: Assessment |  |

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**The intelligences you can evaluate:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Musical | Body | Math | Language | Social | Self | Spatial |
|  |  |  |  |  |  |  |

 |
| **Appendix 11** *Multiple Intelligences for Adult Literacy and Education* Questionnaire:A Self-Test from Amstrong, T. (Unknown). *Multiple Intelligences for Adult Literacy and Education.* Retrieved October 13, 2008, from http://literacyworks.org/mi/home.html |
|  |
| **Appendix 12** Method |
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| --- | --- |
| Grammar-Translation Method (GTM) | 1. Translation of a literary passage
2. Reading comprehension questions
3. Antonyms/synonyms
4. Cognates
5. Deductive application of rule
6. Fill-in-the-blanks
7. Memorization
8. Use words in sentence
9. Composition
 |
| Direct Method (DM) | 1. Reading aloud
2. Question and answer exercise
3. Getting students to self-correct
4. Conversation Practice
5. Fill-in-the-blank exercise
6. Dictation
7. Map drawing
8. Paragraph writing
 |
| Audio-Lingual Method(ALM) | 1. Dialogue memorization
2. Backward build-up (expansion) drill
3. Repetition drill
4. Chain drill
5. Single-slot substitution drill
6. Multiple-slot substitution drill
7. Transformation drill
8. Question-and answer drill
9. Use of minimal pairs
10. Complete the dialogue
11. Grammar game
 |
| Total Physical Response(TPR) | 1. Using commands to direct behavior
2. Role reversal
3. Action sequence
 |
| Communicative LanguageTeaching (CLT) | 1. Authentic materials
2. Scrambled sentences
3. Language games
4. Picture strip story
5. Role play
 |

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| **Appendix 13** Reviewing Teaching Method Techniques |