Ji Eun Yoon

January 19, 2011

Times Media 60th Weekdays TESOL

Instructor: Gene Vasilopoulos

TESOL 01: Second Language Acquisition Essay Assignment

**Immersion**

Language teaching and learning are in a variety of ways. Students were exposed to in their own schooldays such as categorized ‘traditional’ or ‘modern’ teaching. Traditional teaching is on characterized by emphasis on ‘chalk and talk’ and ‘jug the mug’. It is effective learning theory when new information or topic of specific subject is introduced. However no participation and interaction are expected between teacher and students. The authority in the classroom is the teacher. Traditional teaching approach is one way to another education that teachers deliver lecture and explanation in front of class to pass over knowledge to the students. Modern is more popular teaching method today. It is based on problem posing communicative class. Teachers in modern classroom provide a diverting hour to learn language.

There are three different kinds of teacher, the explainer, the involver, and the enabler. The explainer knows subject matter very well but lack of teaching methodology. This kind of teacher belongs to traditional classrooms. The involver has both subject matter and methodology but there might be less engagement between teacher and students. Enabler has all included rapport, the quality of how teacher and learners relate. This teacher leads effective working relationship and good classroom atmosphere. The involver and enabler can be found in modern classrooms.

Methodology depends on student age and language proficiency. “Malcolm Shepherd Knowles was an American Adult Educator, famous for the adoption of the theory of Andragogy” (Wikipedia). He identified five characteristics of adult learners. Adults are autonomous and self directed, goal oriented, and relevancy oriented. Adult learners have free will to express and do learn. They want to learn what they need to achieve their goal. Elders have life experience and knowledge, therefore lessons can be taught with complex topics. Teacher can apply the language to student experiences to help them understand easily. Elder students also need to be shown respect. They hesitate in speaking target language. Instructors should encourage and support learners not to be left over.

I studied abroad in United States to attend Cheshire Academy in Cheshire, Connecticut. It was tough to get along in second language environment at first. I learned the target language under immersion. I had to strive for living and communicating in the school where English is used. As time went by, I eventually picked up the foreign language. I took ESL courses for first three months to prepare to get into regular subject classes because every single class was taught in English. It was modern classroom. Instead of giving a lecture, she led students to involve actively learning the target language. She always brought up appropriate and interesting activities that kept students interested. She was the involver and enabler. She could not be the enabler all the time because learners were not fluent enough to address knowledge, ideas, and thoughts yet. As one of characteristic of adult learners, not only each one of students but also their different cultures were respected. She never stopped to get to know students. It was a success as a language learning experience because I picked up a language by living in second language environment and supervision. Roles of teacher and students impact on second language acquisition.

Reference

Scrivener, Jim. "Classrooms at Work." *Learning Teaching: a Guidebook for English Language Teachers*. Oxford: Macmillan Education, 2009. 11-26. Print.

<http://en.wikipedia.org/wiki/Malcolm_Knowles>