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**TESOL 01: Second Language Acquisition Assignment**

 **Last year, my children and I had an opportunity that we learned English in Singapore for three months. The place where we learned was a private institute, it was expanding the size, to confer a degree on business management from an Australian university. I could not take part in that program, because I had a limited period for three months. After the placement test, I joined the English Training Course. I took two classes, those were a morning lecture and afternoon’s. We had two different teachers, morning and afternoon. I will comment these two teachers’ lectures in the essay.**

 **The members who learned English with me had very diverse backgrounds-racially, ethnically, religiously and disproportion in age. My classmates were Japanese, Chinese, Mongolian, Thais, Filipino and Hong Kong people. The class also included high school students, office workers, managing staffs. Twenty-five learners composed the one large classroom.**

 **First, the morning class teacher comes from the U.S.A. has taught the students in Southeast Asia for about 10 years. As mentioned earlier, most teachers would have a hard time teaching us because of diverse members. He strengthened the strength and made up for the weakness, however. He tried to make full use of the opportunities from his learners with varied careers, different cultures, abundant adult learners’ experiences. We could reduce the generation gap, cultural differences with his steady efforts. He thought highly of group activities and pair activities. That could feel more invigorated during his lessons. After setting the task, it seemed that he would reduce his intervention to the minimum. However, when we needed some assistance, he gave a tip immediately not to feel uneasy. He also treated those who learned with him as friends yet never lost his dignity. His class was always full of energy, he helped his learners qualitative improvement by correcting the assignments.**

 **The afternoon class teacher from India had studied in England for a long time. Becoming the afternoon class, we should have a solemn atmosphere. He searched his students with his impassive face. Sometimes, it didn’t seem that he took pleasure in intervening from his students during the lesson. That made us think him to make a speech to a large audience. He also gave us opportunities to study as each group, but he never intervened his learners’ group activities. It seemed that he even made ready for something other classes. We often wondered if we should do our assignments, because he did not sometimes check the assignments. He let his learners have some doubt about his accurate lesson plans.**

 **Many learners are more concerned with the process than the results. Even though they have the poor results, if the learners have the pleasure in learning the Second language, they will keep their composure to attempt for learning. No matter how the results would be successful, if they do not have any enjoyment, they might have some questions on the results. I would like to emphasize the importance of the role of the teachers through this essay.**