**TESOL 01. Language & Learning**

**Second Language Acquisition (Essay 1, 92nd WD T)**

**Name: Young Mi LEE (May)**

**Essay Due: 11th Sep 2013**

**Words count: 527**

I got accustomed to learning English as a receptive way: reading and listening until I was a teenager. Unlike the experience of the traditional method, I accommodated myself to new surroundings with productive skills; speaking and writing in Australia. In this essay, I will discuss what I experienced between the traditional classroom in Korea and the modern classroom in Australia. Also, I will conclude based on my own experience whether it was a success or a failure as a language learning experience.

When I was in middle and high school, most of the teachers instructed us to memorize a variety of vocabularies, read texts, and take notes in a class of English. In other words, we just listened to the teachers as well as memorized the subject matter. Actually, they were the explainers to transmit their great knowledge to the students for doing examinations well by traditional teaching based on textbooks. Thus, I was not being personally involved and challenged. Ultimately, my goal was to get best scores in the paper test only and literally I failed to speak in English as a productive way at that time.

On the contrary, speaking English is essential to communicate with people in Australia. When I got to Australia for the first time, I participated in international communication skills workshops called ‘FIND YOUR VOICE-Across cultures’. All the participants are from different countries, using other languages in different cultures. We were divided into several groups of different nationality. Through the program, we were aware of cultural differences one another, doing a role-play, discussion, and presentation in the modern classroom. In the workshop, English was just a means to share and communicate with other people’s ideas in different ways. Many of them seemed to be nervous when they speak in English as a second language. As time goes by, we were getting enthusiastic and enjoyed in the new environment.

I think the workshop is in line with Communicative Language Teaching (CLT) or Communicative Approach (CA), which uses a variety of teaching, exercises, activities and study (Scrivener 2011). Moreover, the teacher inspired us to feel comfortable when we did mistakes, saying “I do not expect each and every student to be right all the time.” The way to encourage us can be described as Affective Filter hypothesis, which states that the teacher must establish rapport with students by establishing a friendly open atmosphere to provide motivation (Krashen 1980’s).

According to adult learning theory (Knowels 1970’s), he claims that adults are internally motivated and self-directed. The theory can be applicable to my case. Compared to traditional classroom in my original country, I was highly motivated to learn English as a communication tool through the workshop. Furthermore, I realized why English is important to learn actively by a productive way; Speaking and Writing.

To sum up, I would like to say that modern teaching was more successful than traditional teaching for me. However, I believe I can utilize advantages of the two classrooms because it depends on the situation and needs of class.

Hopefully, I would like to enhance each and every student to raise their motivation or interest to learn English, recalling my memory in the near future.