**Second Language Acquisition**

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Learning English has been always with me since I was little. This experience brings variety exposure of teaching method. I didn’t realize which systems or skills the teachers used or what method they choose to teach me back then. However, now I learned the many methodologies regarding ESL teaching, and I strongly believe I can develop my own beliefs by reflecting my past. I want to go over my previous different teaching styles teachers. After that, I will talk about how I evaluate them and how I want to apply to my future class.

First of all, I want to talk about my first English teacher. When I was in elementary school I had an “Involver” English teacher with small group. It was not a grammar oriented nor just reading and writing class. It was more like playing games with English speaking friend. I did many different fun activities and games, or role-playings. For the activities, we used the words what we had learned from pictures or videos, and actions. He kept the control of the class. However I felt like I actually in the class, and I’m the one who did the work. The class was full of Total Physical Response (TPR) and The Direct Method (DM). I found this class was really successful for several reasons. First, I could have confidence to talk to English speaking people, and not be afraid of making mistakes. Also, I got interested in English. I think this factor is very important especially for kids, and low level students. Lastly, this class made me think English is just another language that other countries uses for communication, but not another subject that I have to study and feel burden. I think this style of teaching is very helpful to make student feel more comfortable and get familiar with second languages. I would like to use this teaching style for kids definitely.

Second, I would like to explain the experience when I was in Language school in City University of New York. It was reading class, and teacher was typical “Explainer”. He always comes to class with lots of reading materials. Most of the class he read the reading materials and explained the structure of the sentences, or new vocabulary study. There are high Teacher Talking Time (TTT) and low Student Talking Time (STT), and this could be good example of “Chalk and talk” (He actually uses chalks and black board a lot in his class). The class was very grammar oriented and focused only on receptive skills like listening and reading. I could learn lots of new vocabulary and American culture from the reading materials, but I thought that this class is very boring, and can’t really remember many things after time goes by. In my opinion, this traditional style of teaching would not be effective unless students are preparing for Korean style exam and have high intrinsic motivation to improve to get high score on their exam.

Lastly, I want to share the experience of my language school from Vancouver. In the school the teacher was teaching us for “Enabler” style. Everyone in the class had to take their part and study by themselves through textbook or the internet. After we studied the allocated topic we gave the presentation to the class and discuss with all the classmates. There were lots of debates and high Student Talking Time (STT). The teacher relinquished all the control, and encouraged students to be responsible for their learning. In this class since the classmates’ age gap was pretty big and they were from all over the world, the “respect” the wealth of experience students’ brought to the classroom was very important as Malcolm Knowles stated for “Characteristics of Adult Learners”. I thought through this class I improved integrated-skills, including receptive skills and productive skills. Receptive skills improved by listening to other students’ presentation, and reading the textbook. Also by preparing and giving the presentation productive skills would be developed. I think this teaching style is very effective for adult class or high level class. However this teaching style could be too challenging for kids or lower level.

I believe thinking back their own experience is very helpful to understand different teaching style and methodology. On top of that, through reflecting the experience of previous teachers, we could develop our own ESL teaching beliefs, or teaching style and method.