**Second Language Acquisition**

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First language acquisition versus second language acquisition must be inevitably different procedure of learning. Besides, the process of second language acquisition can be distinct between the youth learners and the adult learners. Those two distinct age groups might be learning new language in different ways, be motivated by different factors, and even seeking for different goals. Therefore, as a teacher, it is necessary to comprehend the characteristics of different types of students thoroughly and approach according to the distinct traits.

In the case of my own experience of learning second language had begun since when I was around 5~7 years old. As a kid, not only because of the traditional style of learning was not practical, but also Korean style of learning foreign language was too much literature and grammar-based, that my parents let me study in the English camp which was based on Korea as I was too young to go abroad. During the English camp, unlike the school or/and academy, all of the teachers and students had to speak in English only. It was shocking to everybody, because we thought that we could not conversate as we cannot understand each other, nor speak fluently. However, as we were primary school students, we could learn fast through not only the formal form of English activities but also somewhat informal activities like physical exercises i.e. jogging, swimming, etc. Unlike the adult learners, the growing kids were a lot more easier to attain English abilities in a more natural way.

However, the point is that, this kind of learning was not occurred in the traditional classrooms when I was a child, and that is the main reason why my parents sent me to the camp where I could be exposed in an environment of learning second language thoroughly in a "real" way. In the traditional classes, teachers were the 'explainer', even though some were tried to be the 'involver'. An explainer type of teacher's class made the students passive. For instance, teachers were write down the vocabularies or sentences on the board and let the students read, copy&paste, and memorize them. This type of learning is not effective for the young learners. They will be easily distracted, lose interests, and consequently not participating in the class. The average retention rates for various teaching techniques showed how low are the sections involving 'lecture', 'reading', and 'audio-visual'. These three techniques rated the lowest percentages. Which clearly implies the inefficiency of passive learning is like. Hencemore, the 'affective filter hypothesis' demonstrates how people's emotional variables prevent the effectiveness of learning. It stresses that even though it does not directly affect learning, it will definitely hinder input from reaching the language acquisition part of the brain. This type of stress can be easily shown upon among the kid learners. Because their principal desire often be simply "be fun". Therefore, for the beginners, communicate English in fun, do interesting activities, use visual aids, play games, etc will be significant factors of effective learning.

On the other hand, when I became 20 years old, I started to study in London as an undergraduate student. I wanted to widen my horizon from my university degree courses, and also as a foreign student, I hoped I could advance my English skills further beyond. Different from my childhood, now I have more clear objectives in terms of learning the uni materials, enhancing English skills to a certain degree, etc. Which means I now have more specific factors that are likely to motivate me to go on. The adult learners tend to have more particular aims and motivations that keep them to progress. For my case, to graduate my university in London successfully regarding grades, knowledge, experience, etc, and to do so, I really had to develop my English to be more formal and professional. Thus, I kept study to achieve higher I-ELTS score and it helped me in large. No one forced me to do so, but I knew it will aid me not only during the course of university but the time when I would apply for jobs. It can be illustrated by 'intrapersonal' skill, which characteristics are self-motivated, self-paced, and so on. I knew I am the person possesses an intra-personal skill, as I always tried to think what I need, what I have to prepare, etc, that I decided to study in London for a more interactive and enabling method of education. I also studied 1 year in the university in Korea, and I figured out that the style of education was still substantially passive and it was a explainer mode of teaching. It was not what I wanted to be taught, so I went abroad to both achieve wider knowledge and experience and learn how I should teach in the future.

In sum, there must be a big change in teaching and learning methods in Korea, even though it is constantly changing these days, but I still feel it is not interactive enough, nor enabling enough.

Based on the second language acquisition procedure in my life, I concluded that I will apply distinct approaches to different types of students in the future, and most importantly, I will do my best to enable my students to do their own best by themselves and be a best assistant of knowledge and life!