**Second Language Acquisition Assignment**

TESOL Class #140

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I’m interested in language of other country when I was young. When　I looked that what foreigners say something, I could not hide my exciting. First, expression ways of pronunciation are different. And then, that makes characteristic of sound of the country. Second, I can catch a lot of things from their conversation. Characteristic, emotion, thinking method, view of something and seek of something of personal. Furthermore, the culture, manners and traditional values of speaker‘s country. At the time I became interested in English, most easily accessible. I sought private educational institute to learn English by activity games. Therefor I was best in English at my elementary school’s class, maybe. But, it could not work, long time.

 First, junior high school and high school laid emphasis on grammar in English class. It worked at me to lost interest in English class. The problem of the above experience is applicable to English learners in Korea.

 Second, If learners have mastered English grammar, they could not talk in English on real conversation. Not only grammar is not accepted at all sentences, but also conversation is not necessary grammar. You need when talk to someone, understanding each other. Why we learn the language. Language is medium, what you think and how you express it. One word has many means and power. But, how we have learned about the ‘English’ in Korea. ‘Korea English’ don’t know or forgot why you learn the English language. Language learners want to talk or understand Foreigner. When I was in junior high school at 1st grade, I hoped to learn about expression of English language more than what I have knew. But I was quit, soon. English teacher didn’t want to receive the question about the other phrase. The situation was worse in high school. It is typical bad examples about English education of laid emphasis grammar in Korea.

The learners need knowledge of forms, meanings, functions. It made ability how learners use English at the suitable time. Therefore, learners should know about their culture, traditional value, preferences of public … etc. In order that we may not repeat the errors of the above-mentioned, It is urgent for us to accept the education way of ‘VAK (V-visual, A-auditory, K-kinesthetic)’. Try to get knowledge from reading books, It would be just restricted exposure of learning language. Look pictures, movies, presentations, watch the television or listen to the radio, recordings and small talk, they would be authentic exposure. It remains deep in the memory for knowledge, as well as you could get background information from authentic exposure. Be given randomly exposure of visual and auditory, you could get data unthought of. On the base of authentic exposure, It extend to learning by kinesthetic. To lead experience education by prior learning would be distinct memory. For example, teacher has flash card of alphabet ‘E’, it drawn like an elephant. Then, learners could think that the word of Elephant beginning with E. And then, try to paint something of beginning with E, using E shape.

In fact, too many people had been learned language from media of image, more than you thought. This fact is big deal of English education in Korea, I thought. I hope that to work well the method of ‘VAK’ in Korea, someday.

**References :**

**Jim Scrivener (2010). Learning Teaching – The Essential Guide to English Language Teaching (3rd edition).**

**MACMILLAN BOOKS FOR TEACHERS, pg.85, pg.125-128.**