**Experience of second-language acquisition**

TESOL 144WD

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English is my second language and I have learnt it in a few different ways. This essay involves many language and learning elements and I would like to demonstrate how I acquired the English based on my personal success and failure experiences in chronological order.

Basically among 4 language skills, I have an aptitude for listening and prefer speaking and reading rather than writing.

But in “Traditional Classrooms” which can be referred to common middle and high schools in Korea, teachers primarily focus on learning language systems especially for Lexis and Grammar. In order to pour many vocabularies and grammar rules and train students to find out a correct answer in allotted time, teachers naturally become an Explainer and interaction between teacher and student are very limited. Only few students ask questions but it was also bounded in reading and grammar as well. The teacher has much knowledge of subjects but could not cover different levels of students at once. Since I just began to study English at my first year of middle school, I could not digest many lexis and grammars.

Therefore I lost interest in English soon and no chance to enhance my listening and speaking skills accordingly.

The change happened after entering university. In this period I went to Conversation Academy for the first time. What I did at first was took a level test in speaking which was very new and interested in for me. Of course I was bad at speaking and even could not make clear sentences but only listed the words. Even though my English was broken, the teacher kept encouraging me to speak and waiting with patience.

As I was only in stage of lower to intermediate level, the teacher usually take a Communicative Language Teaching(CLT) method. But at the same time, the teacher needed to be an involver since the students only could speak in English in limited situation with simple phrases so the teacher handled us with variety technics. Teacher used to give a specific situation and let the students discourse on that matter or share ideas. The class did not focus on grammar and error correction but make students talk in English, one way or another.

During this period, my anxiety of English was getting low and felt interested in speaking.

The golden opportunity came to me before my graduation. I had a chance to study in Australia and in the ESL class I could have good experiences of activities and co-work with same level of students. The major teaching technique was discussion groups and made presentations. In this class, teacher’s role was close to an Enabler. He only gave guidelines to students which was bring High Students Talking Time(STT) and this helped me learn more and memorize things better..

When I lived in Australia, I was exposed to Experiential Learning situation especially in listening and speaking and it led me on ‘acquire’ the language and natural communication. In this authentic situation, I could apply what I have acquired and learned so far and of course, my listening and speaking skill improved a lot.

As adults are goal oriented, I also set my goal to pass Cambridge FCE level. And from the class my reading and writing skill are enhanced by the Explainer teacher. But even if I call the teacher as Explainer the class was efficiency because basically, students had strong motivation and the classroom was small so there were many interactions between teacher and students. Teacher had enough time to correct the errors and responded to questions by causing students.

As a result, I moved up my ELS class to pre-advanced level and have received the certificate of Cambridge FCE as well. But the most important thing was those two issues helped me to build high self-esteem.

When I back to Korea, I worked in an international company which was relevant to use of English and it drove me to drill the second language and even made me to do self-directed learning.

To wrap it up, I failed to acquire English during my middle and high school period. Only limited language skills poured from teacher centered environment and it bored me to learning English.

But under a high motivation and low anxiety circumstance, adults acquire and learn the second language effectively. And those two were the reason I could say that my learning experiences in Conversation Academy and Australia were successful.