My Essay

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 My personal experience of language learning that I have experienced was failure. I would like to write an essay describing a second language learning experience when I was in high school. It seems clear that the achievement of my second language learning was low for several reasons. First, all my classes were in a ‘traditional’ teaching style. Second, my teachers were “the explainers” with limited knowledge of teaching methodology. Third, lesson plans were designed and planned having overlooked a balance of four language skills, which are speaking skill, listening skill, reading skill and writing skill.

To be begin with, a ‘traditional’ teaching approach is characterized by some features that are passive students, teacher-centered class, and high level of T.T.T.(Teacher-Talking-Time). This demonstrates that a ‘traditional’ teaching has many disadvantages as a teaching method of a second language. In my experience, as a learner, all I was asked in class was to sit still and listen to teacher’s lecture. The seating arrangement of her class was always set in parallel rows. When she told the class to read the textbook, we did. When she spoke, the we listened. My teacher gave a lecture. She taught us knowledge she had had. She told us information we needed to acquire. To convey knowledge from the instructor to learners, her class inquired extremely high T.T.T.(Teacher-Talking-Time). It was based on assumption that the knowledge was poured from teacher to students, which leads to a success of conveying the information; This process of teaching is also called as ‘jug and mug’. As we have known, However, teaching itself, in other words, transmission the knowledge does not mean of learning acquisition. With all the features of a ‘traditional’ teaching and assumption based on, it is evident that my second language learning experience ended up with failure.

 On top of that, all my high school teachers were “the explainers” having limited knowledge of teaching method. Due to lack of methodology, teachers fail to offer organizational procedures and techniques as well as to involve the students actively and prepare proper activities. Additionally, the teachers as “the explainers” is likely to ignore the importance of rapport. I firmly believe that without an awareness of effective working relationship and a positive classroom atmosphere, the teachers do mostly not put an effort into building ideal educational environment. For instance, my English teacher in high school always created a nervous atmosphere with her teacher’s authority in class. She started her classes with indifferent face saying “Close your mouth and sit down” all the time. She got so angry and grouchy if one of students sniffed or sneezed in class. I just waited for my teacher’s next direction nervously and followed with fear to make a mistake. I couldn’t help being passive in her class. Also, interaction could not be expected. She did not seem to care about the rapport or how students are feeling within her class nor she tried to involve the students in her class. Thus, my language acquisition was a slow process.

 Lastly, the lesson plans were only focused on reading skills. Classes were supposed to be planned with a balance of four language skills. However, in my experience, there were no processes of reinforcing speaking skill and writing skills in class at all. She stared the class with a vocabulary test that asked students to write a meaning of words besides given English words. After that, she handed out another vocabulary sheet printed on. After that, the teacher had asked the class to open the textbook and led the lesson until the class finished. That means, classes were not able to provide appropriate education for output, productive skills, which are speaking skills and writing skills.

 To sum up, my language learning environment in high school lead to failure as a language learning experience as it was in a ‘traditional’ teaching style focusing on only reading skills by the teacher, the explainer. All things considered, it seems clear that my second language learning experience was failure.