**Module 1 Language & Learning**

**Second Language Acquisition Assignment**

**173 rd WD**

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Looking back on my school days, my experiences of learning English were not successful. First, let me talk about the atmosphere of the class of that time. I had learned English from middle school to high school for 6 years. In each grade two or three classes were held a week and each class lasted 45 minutes. There were 40 to 50 students in one class and each student rarely had the opportunity to have an honest open communication with teacher. But teaching effectively needs to do more than just teach. As mentioned in Kareshen’s theory, the teacher must establish rapport with students by establishing a friendly open atmosphere. Real rapport can help the learners to have the confidence and motivate them to learn more. In my case, it was hard for me to establish real rapport with teacher personally and I couldn’t be motivated to learn English harder as a language.

Second, speaking of teacher type, most of them were like explainers. They mainly explained or lectured in a way of conveying information and students answered their questions and made notes. Some teachers taught with enthusiasm or wit and their lessons were interesting and informative. Meanwhile a few others seemed to suppose that having something explained or demonstrated to students would lead to learning as Mug & Jug theory but if it didn’t, they punished the students or penalized. It destroyed morale of some of students including myself from time to time. From my experience, the teachers should also be able to become an involver or an enabler depending on the circumstances. Because to render help tailored to learners’ needs they have to know not just how to convey information to students but how to involve the students actively into finding appropriate and interesting activities and to create the conditions that enable the students to learn for themselves.

Lastly, when I recall the method that the teachers had adopted, in many cases they used to use the Grammar-Translation Method to teach. Maybe this was because tests of grammar rules and translations were easy to construct and could be objectively scored. So I had to memorize so many vocabulary lists, grammatical rules and even dialogues to get a good grade rather than to improve my speaking skill. As a result, the method without consideration the level of students and purpose of learning etc was a failure. When I saw a fluent English speaker, I wanted to be like that. But when I finally grew up, I was not that kind of person. Even now, at times I speak to foreigner in halting English and feel irritated not to reply to at once. That’s why I hope the students I will teach have successful experiences in learning second language unlike me. So I will adopt what I am learning here at academy. I will pay attention to how to apply contemporary methodologies such as CLT. Because I totally agree with the main idea of the method that learners will learn best if they participate in meaningful communication. As an umbrella approach, the CLT provides learners a wide variety of teaching, opportunity to participate in a variety of communicative activities. Students can transfer what they learn in the classroom to real world situation. The activities foster community. So students can express opinions, feelings, ideas freely. But grammar, lexis and phonology are not emphasized. So when needed, teacher can help students by using supplementary materials in consideration of the level. The CLT is also not perfect method. But as another name of it, umbrella approach, I will also be able to develop it in a better way to learn language and to help students.