**Second Language Acquisition Assignment**

TESOL: 01 Langauge & Learning – Essay Assignment

173rd WD

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My personal experiences in second language environment were genuinely a success to a great extent when I consider most of my second language acquisition involved a high level of student talking time (S.T.T) in the classrooms. In other words, I learned English based on lots of interactions among students and teachers, such as communication, personal/mentoring teaching, and so on. Of course, the classrooms were not only active with just students’ talking time, but also building rapport with teachers and companions, which is making close relationships with each other. Thus, I was generally taught through the “modern classrooms” style teaching, and also teachers who were mostly “involvers,” and “enablers.” Through such settings and style of learning, I was able to learn my second language, English, to a higher level in each year of my learning English.

For my three years at International high school education in China, I took International Baccalaureate (IB), which is an intense education focusing on students to think critically and independently, and how to inquire with care and logic. Also, IB allows students to choose whether they want to take 3 HL (high level) or 3 SL (standard level) based on their level of interests for each subject. My HL subjects were Arts, Mathematics and Chinese while my SL subjects were English, Chemistry, and History. I would say I took all of these subjects in “modern classrooms” style teaching.

The entire IB curriculums are consisted of “modern classrooms” of each subject matter. “Modern classrooms” style teaching is a method in which involves unconventional ways to help students learn better in classrooms. It is definitely more activity based, using different teaching techniques, such as questioning, explaining, demonstration and collaboration. For IB curriculums, I always had to do research about different knowledge in each subject because IB has a huge focus on students’ individual development and quality assurance. “Modern classrooms” style teaching also focuses more on each individual student’s needs. For instance, the teachers in IB curriculums were never just “explainers”, who just explain the knowledge of a subject matter in the most traditional ways. The teachers in IB program would take us to the library, and give out handouts to do research from the computers, and books we found. We, the students, would team up together to discuss what we have found, and in the end, we present our own research results and summaries by different methods, such as Power Point, posters, or even speeches. Such style of teaching is different from that in the “traditional classrooms,” which heavily emphasizes on conventional methods to teach, such as recitations. What’s best about the “modern classrooms” style teaching is that I could build rapport with classmates and teachers, which having close relationships with one another.

Moreover, for seven years of learning English from IB curriculums, and a liberal arts college education in the United States, most of the teachers I interacted with in the years of my learning English were the “involvers,” and the “enablers.” The “involver” teacher knows the subject matter and is very familiar with different kinds of teaching methodology that can foster a student’s interest in learning. For instance, during my years in IB curriculums, a teacher would explain to me about topic for 10 minutes, but for the rest of class, he also gives us time to understand the concepts through asking questions, summarizing the knowledge together. It involves 50% of student participation, of 50% of teacher’s.

On the other hand, the “enabler” teacher gives more freedom to the students. I remember Professor Flesch from my literature class in college would elaborate a theory about a book for 5 minutes, and ask us to dispute his theory for the rest of the class. The discussion was always very fierce. The students were very involved to communicate with one another. So the discussion went on and on. Professor Flesch was basically an “enabler” teacher because he shared the control with students so that the class would be student-centered. We never knew where the class would go because even the professor was just monitoring and guiding us.