**Emily Youyoung Kwon**

**177th TESOL**

**Essay #1**

Learning experience of second language is extremely important for especially for the Beginners’ Level and also for any learners regardless of their level, age and etc., since it influences their capability and perspective for their second language in many ways. I was a 2nd grade elementary school student when I first studied English. My first English teacher, Mrs.Moon, has provided me such a good environment for second language acquisition; and because of my good experience in younger hood, I still love learning English. After I learned Module#1 ‘Language & Learning’ at TESOL program, I figured out why my teacher was so effective for her students in three aspects: Teaching Style, Curriculum and Understanding of Students’ differences.

 Mrs.Moon was a tutor for my group of three students. She has lived in US for more than 10 years and she was aware of the fact that Modern Teaching Method was effective for students. Unlike many English teachers in Korea being Traditional Teaching style, teacher-centered and transmitting all information to students, Mrs.Moon created student-centered environment and encouraged students to be active during the class. Often she was an Involver, putting her efforts into finding appropriate and interesting activities for her students. Sometimes she also became an Enabler who would create comfortable environment and facilitate students to participate fully.

 Her curriculum was designed to cover all four basic language skills including Reading, Listening. Writing and Speaking. Starting with learning Phonology and Lexis, I was able to distinguish and read each sound and word using alphabet. In terms of reading and listening, we got to pick our own reading book each week among series of many thin and easy reading books. She, as an Involver, let students to read after the audio of native speaker out-loud at the beginning of the class; it was an interesting experience to mimic native speakers’ pronunciation. For the Writing, we had the dictation quiz every class and we got candies for as many as we got them right for each quiz. As Affective Filter Hypothesis states, low-anxiety learning environment has provided every students to enjoy the quiz rather than became stressed out. Last but not least, the most dynamic part was the speaking session of the class. We often did a role play, delivering stories from various fairytales. In addition, we were assigned to memorize short poem each month and got to speak out-loud in front of my group. Just like the real life, she tried to blend all 4 skills together in one lesson and it did created perfect environment for me to enjoy English and, at the same time, challenging myself as if applying the The Input Hypothesis.

 In the very beginning of the class, I was an Absolute Beginner, who would communicate mostly through gestures and a few isolated words. However, after four years of English class with Mrs. Moon I became Mid-Intermediate level, was able to communicate effectively using complex sentence forms; L1 to L5 was a huge change for me. The reason why I could develop my English skills dramatically was that she was able to understand the Learner Modes and Multiple Intelligence Theory. For instance, I and one of my group members were visual learners, who would learn by seeing pictures and flash cards. The other friend was more likely the Kinesthetic learner and the role playing was the most fun part for her. Since I could experience all three modes of learning types, her teaching style can be seen as an effective class for all types of learners.

Analyzing my second language learning experience was such a good opportunity to think back my interest in English teaching. Also, by looking at Mrs.Moon’s teaching style, I became aware of how I could incorporate those skills to become a better teacher. As Mrs. Moon tried her best to provide a productive and fun class for my group, I will try to build rapport with my students and create real English-friendly zone in the classroom.