You have personal experience of langage learning and are familiar with theories of first and second language acquisition. Now you are ready to explore your own ESL teaching beliefs.

Write 500-700 word essay describing a second language environment that you have experienced. Was it a success or failure as a language learning experience? Why? Relate your personal beliefs to concepts learned in the TESOL 1. Module: characteristics of adult learners, traditional vs. Modern classrooms, teacher types and effective teaching.

- Multiple intelligence chart: **verbal**(Presentation about something I recently interested. I watched about mummy on TV which is documentary. I had searched for the process of making mummy and memorized the process and presented infront of ppl. Kinds of clocks. PPT. I searched for many kinds of different clocks and I still remember some of them now since it was 5 years ago. It was kind of first time to talk in public in English and I was nervous but that experence made me grow up./ There was a native English teacher and she was quite pretty and kind, so some boys liked her, but in class, she tries to talk many things in class and explain all the things which students didn’t know, so honestly it was hard to concentrate her class even though she was pretty. I felt bored.), **logical, visual, bodily, musical(**English songs-Michael Jackson Heal the world. Cloz game and I still remember the songs lyrics and I listened the songs after finished the class)**, interpersonal, intrapersonal, naturalistic**(good:플라나리아 직접 가서 잡은 것. 몸을 반으로 나눠도 각각의 개체가 살아남는다. 자연시간에.)

- Characteristics of adult learners(problem centered learning-they need promotion, they need to learn English to understand better by watching American movie or dramas, get good grades to be employed. They are motivated by subjects relevant to them in employment or life. They bring experience basis for learning or including mistakes. They need to be involved in planning instruction or n planning evaluation) traditional vs. Modern classrooms, teacher types and effective teaching.

- Andragogy : responsible for his/her own learning. Any change is likely to trigger a readiness to learn. Internal motivators: self esteem, better quality of life, self confidence, self actualization.

- Goals: Adults have their own goals. Learners need to connect learning to their knowledge and experience

-Traditional vs Modern teaching: chalk and talk, jug and mug, text book, teacher centered teaching, too much teacher talking time, less student talking time, bossy. Receptive(write down all the thing on the board and make students take notes all of them until the end of the class. And use only text book to explain grammar. Make students read the text book and explain everything till the end of the class. One direction. Passive. Receptive. Play video. No interaction with students)

They usually standing front in the middle. Seat arrangement-> students are sitting in rows and seeing teachers all together. Using the board and explain things. Keeps control and makes decisions what work is needed. Teacher talks most and most active person in class. Closed me up.

Instruction check question: Do you understand? Yes or no. How much time do you have? 5mins!

Modern teacher uses lots of resources and build good rapport with students. Friendly and understandable. Genuine. Elicit(ask question to students and bring info from students), exciting, fun, intergrated language skills-listening, reading, writing, speaking, Do lots of games- call foreign restaurants and ask sth in English activity was fun and nervous but memorable. Bring out the best in me. Demo-show. Do not tell. Setting arrangement(desk). Gives intrinsic motivation. Flip learning model: watch video first and come to class, do activities related the video. Understand that adults alreadt have schema(life experience already they have)

- Three teacher types: Explainer(traditional Korean English teacher. Lecturing, explaining. Not personally involved and challenged. Individual exercise), involver(trying to involve students activley), Enabler(Guess foreign English teacher knows more good ways to motive students with many resources such as audio visual, games etc.share and give up controls with the learners. Guide or counsellor.indepedent learning. Knows subjust well and methodology)

-Effective teaching: EAR(Empathy, Authenticity, Respect)

-Teaching does not equal learning

I am the youngest in my family and I have two siblings who are much older than me. They knew a lot better about English at that time, I wanted to be like them. That was the first motivation of my learning English. I still have eagerness to learn more about English so that I can understand by watching English stuffs. That was and is the one of my goal in my life.

I have started learning English since the upper grades of elementary school. As I didn’t go to a language school to learn English in elementary school, I learned all the alphabets and basic grammar in school only. When a whole dialogue was written on the board which was in a text book, teacher explained the grammar from the dialogue first. As most of the time teacher talked during classes by explaining and interpreting the dialogue line by line, students including me couldn’t say a word until teacher’s permission to read the dialogue in pairs. The class was very receptive and passive atmosphere in class, students felt easily bored and sleepy during the class. Teacher only tried to pour much information to students’ head without giving intrinsic motiviation. Since sitting arrangement was also very typical and it made students no interactions among them, can’t deny that boredome thresholds would be increased to students who were sitting in rows.

When I became an university student, some professors played a video for students’ fun, but during playing, they went out and came back after the video was finished. They asked some questions to students after that, “Can you understand what I mean?” or “The verb should be infinitive after ‘Do’, am I right?” like that. It was no good questions for receiving detailed answers, so probably it closed students up and stole a will of learning English.

It is difficult to say that it was a big failure in my learning of English since at least I learned some words and I also picked up some basic grammar. However, there is one thing that I definitely know. That way of teaching made me think that learning English was pretty hard and had boring procedures.

This is not an prejudice, but usually Korean teachers were explainers or some better were involvers. Korean teachers were often lecturing and gave orders to do individual exercise, which is teacher-centered, on the other hand, many foreign teachers were enablers who knew better ways to motivate students and always tried to give as much as resources to practice with all students together, which I learned the most actually.

One of my teachers let students call to foreign restaurants to pracitce English in real. I picked up a phone after writing down some questions on papers and asked them about their food and a way of reservation. I tried to listen carefully what they said and tried to give a right answer. Now I realized that the way of teaching was quite shocked and so fresh.

Also, another teacher gave us a topic-I chose ‘transportation in Korea’- and made us write some questions about it. We made flyers to ask and went to the street to meet foreigners in person. At first, my group was too shy to ask and some foreigners didn’t want us to talk to them since they thought we were from a charity. Luckily, we met some good people on the street, not only we finished our homework successfully, but also we had great chances to talk to foreigners in person. From the homework, I did a lot of speaking and listening by talking with foreigners and also did lots of reading on the Internet in English to figure out foreigners’ understanding about Korean trasportation before making the flyers. It was definitely integrated learning.

In conclusion, good teachers manage class well by making students to participate voluntarily using many intelligence such as verbal, interpersonal, visual and so on.

Fortunately, I had met some good English teachers who were passionate and eager to teach students in a different and fun way as above, I got interested and motivated in learning English until now.

**[ESSAY] SECOND LANGUAGE ACQUISITION ASSIGNMENT**

CLASS NUMBER: TESOL 189TH

NAME: **GINA**(GYUNGJIN YU)

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