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)

DUE DATE: 2019.02.17