My success learning English

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Recently, interest in learning English as a second language has been increasing all around world. We can easily find and meet people who really want to learn English. There are a lot of reasons for needing the language; jobs, home lives, health, and friendship. So people usually go to an academy or institute to study for a certification in or they go abroad to learn and practice speaking English in other countries. However, each student had different experiences when they learned English. In my experience, when I went to the Philippines to study English I had good experiences in learning language. The main things that positively influenced my successful English language studies were motivation, types of teachers, and the affective filter hypothesis.

First of all, I would like to discuss the importance of motivation to the language learner. Unlike children, adult learners come to class because they are motivated to learn and are usually willing participants in class. They also enroll on a course for a reason and usually know what goal they want to attain. I had an ambition to get a job in an English speaking country. As a result, I decided to go abroad to study English when I was a university student. It was a great time to learn English and learn about their culture and education. It motivated me to study English more. Later, I got a job as an English teacher in Korea.

Secondly, different styles of teaching influence how you enjoy your studies and improve as a student. There are three main different teacher types, which are explainer, involver, and enabler. I met various types of teachers while I was studying English. For instance, when I was at middle and high school student most of the teachers were explainers. We mostly learned grammar and reading. They asked us to translate and memorize the words and sentences. We were all passive to learn and just did what the teacher wanted. We studied English for the sole reason of passing a test. We studied mainly with textbooks. They did not use any other materials or exercises in class to involve students and there was no meaningful interaction.

On the other hands, when I was studying in the Philippines I met a wonderful teacher. She was usually using TPR and CLT method to teach students. She made students feel happy and participate in class time. She focused on communication and role playing, too. Her learning styles were visual, musical and tactile. They were effective to learn a second language to me. Now I am also teaching children I am trying to be a teacher who is an involver and an enabler.

Third of all, second language acquisition consists of five main hypotheses: acquisition vs. learning, natural order, monitor, input, and affective filter. In my experience affective filter was helping to succeed learning English. After I took a course for learning English I kept trying to communicate with foreign friends. While I am meeting them I tried to have self-confidence and have a low-anxiety learning environment. They could enhance the speed and level of language I learned. As a teacher and friend my foreign friends provided motivation and established a rapport with me. Thus, the hypothesis of affective filter affected me in a good way.

In conclusion, motivation, teacher’s type, and the hypothesis of second language acquisition helped me learn a second language. In my opinion, out of these self confidence is the most important thing to learn language. There is no special and easy way to learn a second language for a leaner. Just try to find out how you learn best and put yourself in the right place and environment in which you can learn freely.