**Describe a second language environment that you have experienced.**

**97th WD TESOL**

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In the past, there was only one teaching style in the Korean classroom. As times changed, the picture of the schoolroom has switched over, little by little, to using a modern lecture method. On the contrary, it is easy to find the western teaching style, which generally shows high STT(student talking time) and low TTT(teacher talking time), including a variety of different teaching methods. This is totally different from Korean ones. I have experienced two different second language environments in Korea and NZ. I believe there are two main differences in these situations. Both of these, as well as some solutions, will be discussed.

Firstly, what is the main difference between Korea and NZ? It is teacher types. They are divided into three kinds : ‘explainer’, ‘involver’, and ‘enabler’. In my country, Korea, most teachers are explainers who usually use a text book and give paper assignments, so students just take notes. When I was in high school, I took a Japanese class. At that time, my own teacher usually gave a short test in every class and added some vocabulary for the mid-term test. For this reason, we were just immersed in the school’s exam and results, also just taught by 'chalk-and-talk', 'jug-and-mug' all the time. This is typical of the traditional classroom.

On the other hand, I studied English in NZ for about 9 months in 2012. Since then, I have become completely obsessed with English, because I met a fabulous teacher, Carolyn, who was an enabler, an involver, and sometimes an explainer. She represented all the three types of teacher in the classroom in one. By way of illustration, every morning before the first class started, she played a game as an ice-breaker, so we could go over what we had learned yesterday without thinking about it. Besides this, we usually had a lot of discussion and group work as well as presentation. The most significant advantage of these lessons was that I could share my thoughts and opinions with my classmates. Not only did this stimulate me mentally but it also improved my confidence.

Consequently, it is obvious that the two types of lecture method in Korea and NZ were almost opposite to each other. The Korean teaching style is totally impractical, time-consuming and has low student involvement. Because the student studies for the test, they forget everything after taking the exam, whereas in NZ, the teaching style includes more activities, group activities and using multimedia tools which make students more productive, more autonomous.

Secondly, it is related to the learning atmosphere and environment. The students in Korea tend to rely on their teacher, because we have learned passively through the traditional teaching style. That makes the student more dependent and it is really teacher-centered.

Meanwhile, the students of NZ are mostly goal-oriented, self-directed and they know why they have to take the lesson. This makes the atmosphere in class very energetic, and naturally productive. For example, while I was staying in NZ, I found that most students actively participate in all class discussions and express what they think about an issue. The biggest difference was a learner-centered classroom. Therefore, the Korean teaching style should take up some western or modern learning methods for the benefit of the students.

One solution to this situation is to create a good environment for communication between teachers and students. When it comes to an effective environment, Carl Rogers, an American psychologist, suggested that teachers need empathy, authenticity, and respect for their students. If they respect their students, students will also look up to their teachers sincerely. This makes their relationship more interactive, trustful and supportive.

To conclude, the kinds of teachers and learning atmosphere are the main differences between Korea and NZ. Without a doubt, I suggest that the only sensible way to address this situation is to understand the different types of teachers properly and make a good rapport with students.

(669 words)