**A Second Language**

**Environment**

**TESOL Class #140**

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“Are you sure that you really want to speak a second language besides the first one?”

You might have been asked this question at least once in your life.

To start with, not only we Koreans but also all people whose first language is not English are put in English classes to learn it regardless of their will. No matter whether they want it or not. This is what I would like to point out as the radical cause in English education environment.

When it comes to the education system of Korea in the past, it was not well systemized due to the old and outdated teachers who had learned the language in passive and closed environment. So they did not have specific and professional methods, used to teach their students in school. Furthermore due to a great number of learners in a class, learning practically and effectively from one teacher was almost impossible.

However since Western culture flew in our society, practical English skills have been required. Even though a variety of needs in language were asked, the teaching system could not catch up on the necessity of language learning. The Korean government has tried to set up better English learning environment, but due to the budgetary and systematic issues, they have been in a transition state. That is why many students go abroad to learn a second language disappointed. Also as soon as I became an adult, a decision was made to go to New Zealand for that reason. I was self-motivated enough and tried hard to get my goal.

On top of this, I believe the main reason why my English skills could improve a lot was a teacher who encouraged and motivated me incredibly with her practical and perfect teaching skills.

There are 4 reasons why I think this way. First of all, she was so enthusiastic at her job. We could feel that in her classes. In addition, her classes were always fully prepared, especially when the classes were in mixed levels, we could have had a hard time to catch up if the level was higher than my actual level, whereas a boring time if the contents were too easy to my level. But she always put up the similar level students as a group together and let them learn from different activities with materials she prepared in advance. Last but not least, those ways could give us a fresh impetus with higher level to try harder for a challenge.

All of her efforts, teaching methods coincide with the contents I have learned for the last 16 hours in TESOL class. She tried to manage classes with well-balanced teaching methods in the 4 language skills, reading, listening, speaking and writing through many activities. And she was willing to get feed backs from the students, which would be reflected in the next classes right away, which was impressed by many students. Regarding preparing activities for classes, she figured out the three learner Modes in advance Visual, Auditory and Kinesthetic, then gave us diverse experiences such as watching a video, listening to pop music, playing individual or team games and etc. thanks to that preparation, we never felt bored but always motivated. The most important thing she always mention about was

“You should learn by lips and ears first.”

The sentence still left in mind. Plus, I still have kept the English skills I learned from her and have tried to get them improved continuously.

To sum up I reflect on myself that I could not provide better English learning environment to my students because of my ignorance, although I have been in this filed over the years.

Through this TESOL course, I would like to learn better, practical, active and informative methods for my class which is everyone’s final goal in the class. I hope a second language learning environment in Korea would be better by the teachers like us.

References:

Jim Scrivener (2010). Learning Teaching – The Essential Guide to English Language teaching (3rd edition).

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