**The Experience of my second language study**

Heerae Roh

169th WD

 It is not intuitive that the teachers for students of learning second language are important because the development of the second language skills of the learners most depends on their teachers’ teaching style. I strongly agree with the opinion of Tr. Stefan saying, “keep dynamic usage of the three categories of teaching style,” is effective for teaching the second language learners. The three categories indicate the explainer, involver, and enabler. No doubt that these are all equally important. Fortunately, I had successfully learnt my second language with the teachers of the same style with Tr. Stefan.

 Regarding to my second language learning, I had met the explainer teachers. The teachers were the academic professors in my undergraduate study of Chinese language; I majored Chinese language before. Most of the professors were native Chinese language speakers and they taught in front of the students with active lectures. I respected their passion in their job of the teaching. In one of the classes for example, all students were given to have projects of a class presentation. The student chose an abstract painting, and it should be explained. This way of teaching is what we can call the “Explainer.” At the time of the class, I thought the way to teach is excellent. Role playing with classmates was also one of the missions in the class. Various aspects that the student could not have were situated, and the student should explain about them. These activities were all related to the “Explainer,” and through the class projects, my Chinese pronunciations and grammars became strong.

 The undergraduate study with the great teachers, however, was not enough in the real life of China. I stayed in China for one year, and I realized my speaking and listening skills were still poor. When I tried to communicate with Chinese people, I always felt nervous, and even simple communications with native Chinese people were not simple for me. I was depressed a lot due to the fact; the Chinese language majored person could not speak in Chinese well. At that time of staying in China, I met a Chinese language tutor who is as old as I am, and it gave me luck to improve my Chinese language skill. We got together frequently because we had a common interest: the second language study, and spontaneously she became a friend of mine. She was interested in Korean language, and I helped her for it. One day, I attended her Chinese language class, and I got to know that she was the “Involver” teacher. She drove her students to be involved actively in a group activity such as group discussion. She also drove me to be involved in the real Chinese life with making me speak in Chinese confidently.

 I could have 100% field study from the real Chinese life because I stayed in China: traveling in local areas with the involver teacher, having Chinese foods in unique Chinese restaurants, etc. Unexpected situations and efforts for solving them were made my Chinese skills developed a lot. In other words, the real life in China was the excellent “Enabler teacher.” It gave me much more improvement for my Chinese language skills. After coming back to Korea, surely I could get a good score in a Chinese language test.

 From the experiences I had for my second language study. It could be concluded that teachers and circumstances for the “explainer, involver, and enabler” are necessary factors for successful learning of the second language.