**Motivation leads successful language learning experience.**

**strong reason make strong action – William Shakespeare**

**Emily (So young Sim)**

When I was twenty years old I lived in Australia for a year in 2006. I was a fish out of water but I was really happy to be in the new world. I like to play with words or make a joke when I speak in Korean, but I felt that I can’t even have a normal conversation in English. So I studied hard during my long journey, and end of the year, I saw that my English skill had improved a lot since the first time I went there.

So I got this idea: the feeling that you achieved something by effort or something that keeps giving you motivation is the criteria to tell successful language learning experience.

I had an interesting second language learning environment with a Japanese teacher named Mr. J in high school in 2003. He had lived in Japan for a long time and he often told us about his experience in Japan. He was quite an involver in his class and he used many visual for teaching. We started learning Japanese letters during the first few weeks and he did a similar class to Andrea’s class from Jim Scrivener’s book page ten. He made us do a lot of group work. One time, he gave paper to the students and it was a spread sheet. Each space had a number. He said students will draw a picture by filling the places and when everyone did the drawing, a person from each group will present randomly all the numbers that they used so that other group students can guess what is the drawing. Students enjoyed learning second language in this active atmosphere. The important thing is, Mr. J was moving around the class while students were drawing picture and giving the direction to the other students. He just gave some simple answers when students asked him or let students find the answers on their own. I felt I’m actually in the class and I want to know more to give my opinion when we have to speak only in Japanese. When I was in this class, I had many questions to ask in some specific situations and it made me think about how I can say this in Japanese. This is clear evidence that Mr. J’s teaching worked for me.

Another successful experience is about teaching students. I used to teach Korean to foreigners. It was one on one private tutoring. My students were adults who had jobs and lived in Korea. Adults usually have quite clear requirements for their lesson. Some of my students wanted to study for a test and some of them wanted to practice speaking to use with native Korean speakers. I was concerned about what kind of activities I could do to get their attention. I thought the most convenient thing that I could do is make some visual stuff. So I made a little game with dice. I drew a long train and each carriage had a topic. It was good to have communication and eye contact with the student and I thought having activities in a class related to all ages because students can get inspired from main study or during the activities. Sometime I told them some words which were not in the books. For example, I told to a student about “Giokcheol”, it means crowded subway like in rush hour. “Gioak” means hell, and “Cheol” means subway. My student told me later that he used this word to his Korean friend and he felt happy because it worked. I felt happy too because it looked like he had a little motivation to study Korean with me and this lesson is a good environment to have teaching skill for adult class as well.

In conclusion, to be a teacher who can give a motivation might not be easy. So I have been thinking what kind of teacher I can be for my students. If I have a class, I would like to try my best to be the enabler type of teacher. Just like Mr. J did, I will try many activities so that students have curiosities or creative answers because I think that making students curious can also be a successful second language learning environment.

Then one day, I believe can be a teacher who gives some motivation to study a second language to my students, and that is my goal as a teacher.