TM89 WES / Yong Sik Lee

1st assignment essay

**Learning a Foreign Language in the Level of more than a Skin Dip**

It may not be so hard for one to realize that learning another language is very painstaking work as it could be very time consuming and demanding hard work at times. One may get eager to learn the new language as a communicative tool for living as part of the new settlement, trying to fit in. For some, learning the new may not be an absolute necessity yet it is still needed for work or for academic career. For others, they simply have an absolute desire to learn the new language and culture because of a pure curiosity toward the language group. In these settings, which group would learn a new language better in efficient manner and in correct form? Would it be the one with desperate need of the language for living? Or, would it be the one with benefits of work performance and academic achievements? Or, simply it is the one with pure curiosity who wins the battle? Probably, motivational diversity among learners from different walks of life is what gives them so many different results in learning a new language.

In this paper, I will analyze and discuss different types of a language learning outcomes based on the motivational diversity in various individuals including myself, so that we can draw a big picture for the best teacher and the purpose for TESOL.

Wanting and desiring to do something is what drives people to improve and to thrive upon. Indeed, they are the blessing of God as well as the cursing of God at the same time. Meanwhile, needing something probably embeds much less self-will than desiring in the course of achieving a goal or gaining something.

Studying a language in the need of accessing some information or academic reward provides the learners the least effective way to learn, therefore, processing at minimum level of motivation and focus.

In this type of motivational process, there is always a danger for learners dropping out, totally losing their interest. Here in particular, teachers can play a significant role, studying the students and putting various options for students on the table. As Scrivener described, the more options for students a teacher has the better it gets for students.

I remember what it was like to learn English for the reason which was strictly set by a school curriculum and a social norm. English was obviously a very important subject to learn since it was heavily proportioned and rated for entering prestigious universities. I was one of those students who enjoyed studying English. However, all the pressure I had getting a good grade for the entrance exam forced me out from having fun with the language which in turn kept me away from studying English with more enthusiasm. Thinking back, it seems being oneself and having fun in particular could play a crucial role for learning a new language as it gives better chance for an individual to emulsify in a situation providing a good feel for the language. It could be one of the important roles that TESOL trained instructors need to focus on setting an environment that comfort students being themselves.

Speaking of feeling comfortable with a language, what drives people feel comfortable as if they are right at home doing what they love to do? Being in a situation that one is in the desperate need of speaking a new language would be a good starting point since it creates an environment of either feeling satisfied from carrying out successful communication or feeling absolute misery from failing the communication. Either way, being desperate leaves glimpse of hope to sustain the effort to improve while both negative and positive impacts work as a stepping stone for the next challenge.

For me, communicating over the phone offered a great opportunity for practicing English since over the phone there was only verbal skill at work, making the other party understand what my intentions were and what an important outcome for the phone call should be. There is no other communicative mean available beside spelling out a word and occasionally expressing an emotion through a tone of voice. After a phone call is over, I always felt achievement and had sense of belonging maybe because at that time I wanted and desired to be part of American culture as a new comer. Understanding American culture and getting used to think in the way that ordinary Americans think, I could become more comfortable speaking and understanding the language. In other word, being part of a different culture, thinking like one and feeling real about myself helped me out a lot in terms of learning the language. For these reasons, I recommend in TESOL class or in a class that is lead by the certified instructor to use the phone call method to communicate each other even if it is not a studying session.

As part of what Scrivener describe, aspect of feeling empathy, being authentic, and being respectful play a significant role for setting a genuine and emulsified class environment as a curiosity sets up, play, and sustain all of these three components. Curiosity is a good energy source for uniting all of diversified and motivational people under the name of authentic learner.

I personally believe, whatever people do, it is the sense of feeling real and being part of the truth that drive people perform better. Learning a new language could not be an exception in this context. All of us who are trained for TESOL must keep in mind of this universal truth whenever we stand in front for teaching.

In conclusion, if one has a desire to learn another language, it would be absolutely necessary to have a good understand what drives up learning the language. It could range from simple curiosity to desperate need for the language. Whatever the motives are, trying to understand the language before simple memorization would put the learners on the right track for becoming a fluent user, and it is our duty to set a comfortable, respectful, and authentic environment for every class we teach, so that students get the best out of what they study for a new language. Creating authentic environment for learning and facilitating students to stay productive rather than to stay receptive are something what I will always do after taking TESOL.