**A Successful**

**Second Language Environment**

TESOL Class: #140

Teacher: Dulles Schafer

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Thinking about a second language environment I was in, reminds me of the time when I was studying in an international school, located in Thailand. Since my English was not good enough to take high-school classes, I had to take English as a Second Language (ESL) class. Despite the fact this class was full of students from different countries in the world with varying language abilities; I find that it taught me English very well. There are three reasons why it was successful.

First, I took ESL class in an environment where the English language was used throughout the day. Unlike many of the Korean students who learn English only to pass the university entrance exams, I had to learn English to survive: to make friends from foreign countries, to communicate with teachers, to take classes, and most importantly, to graduate. Living in the dormitory with staff who only spoke English and roommates from all over the world kept me immersed in an English-speaking environment.

Secondly, my teacher was an enabler. There are three kinds of teacher; one is the explainer, who knows subject matter and has limited teaching skills. Another is the involver, who has knowledge of the subject and teaching methodology, but still has a control over the classroom. The other is enabler, who keeps an effective learning environment as well as the knowledge of the subject matter and teaching skills. My ESL teacher was of the latter kind; he prepared classes by making lesson-plans, knew perfectly what he was going to teach and how to deliver that to the students with various kinds of activities, and was always happy to receive or give feedback, not only teacher to student or the other way around, but also between students. His approach helped both the teacher and the students become better at their respective roles.

Lastly, I knew that I needed English for my future. I planned to major in English at the university, to take exchange program in other countries, and furthermore, to find a job that would require a use of this language. This kept me motivated and focused on learning. Having a reason and a set of goals, I studied hard: for example, I would ask the teacher for extra work or I would watch English movies and TV series since I learn best visually other than applying auditory and kinesthetic styles. As a result, I achieved my goals: completed my studies in English and participated in an exchange program in Taiwan. Now I have one more goal to achieve: to get a job that where I can use English.

To conclude, in my opinion, there are three main factors that are needed to achieve a successful learning environment. The students need to communicate in English not only in the class, but also outside the classroom. Then, the students need an enabler type of a teacher to not only to learn English in variety of activities but also interact with a teacher and classmates. Furthermore, students themselves should have their own purposes and goals that would keep them focused and motivated.

References:

Jim Scrivener (2010). Learning Teaching - The Essential Guide to English Language Teaching (3rd edition). MACMILLAN BOOKS FOR TEACHERS