**Experience of Second Language Learning**

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In fact, learning second language is not only hard, but complicated. Many Korean middle schools and high schools emphasize learning second language especially for English. Also, many Korean parents put effort on giving opportunities to their children to learn English because they believe that learning English can be helpful for the future of their children. That is why most Korean students can experience English since their childhood. However, the way of teaching English in Korean style is not practical or effective to learn English especially for speaking in real life. I want to explain how different the methods of teaching language between Korean and American teachers used are in this essay.

Most English teachers that I met in Korea primarily just focused on the lecture and grammar. They lectured just based on textbook, and there were no interesting teaching methods such as visual materials or some group activities to make students pay attention. They assigned homework to students that reads textbook and solves questions for grammar at the end of the class. Students do homework obligatorily without deep understanding about the subject of matter that they learned.

Also, the English class in Korea was like traditional class that has meaning of “Mug & Jug Theories” – the knowledge being poured from one receptacle into an empty one. The theory also means teacher centered and low level of student participation. Students could be very passive because there was no discussion or Q&A time in the class. Most Korean teachers were authoritative, so students were always under pressure not to make a mistake. This is why Korean students have problem with asking question in the class even though they want to know it. It was not effective to learn second language because when students just took a class by listening lecture, participate passively, they cannot understand fully. They cannot apply speaking or using it in real life because they only memorize the structure of language automatically as teacher lectured.

On the other hand, I can learn the basics of English in effective way by taking ESL course in college in the United States. The teacher of ESL was very professional and had a strong sense of responsibility because she always wanted to make students understand well, and taught with various teaching methods such as discussion or group activities to make students participate actively in the class. In this regard, she was a kind of “Invorver teacher” among the three categories of teacher types - that means who tries actively involving students, and uses many techniques including explanation.

Also, I remember that a moment when I made some mistakes on grammar in the ESL class. She did three steps to correct the mistake. First, she asked me which part was not correct, and corrected the errors gently, then explained why. She did not make me embarrassed at the moment. After that, I felt comfortable and fearless to ask something that I didn’t know well, so I often went to her office in office hours to ask grammar or homework. According to “Affective Filter Hypothesis” from Stephen Krashen, students can learn effectively with a low-anxiety learning environment. As he said, I experienced improved English skills through fearless environment. My case exactly shows how important teacher make comfortable environment for students, and build rapport with them to be motivated.

In conclusion, I agree the statement of Krashen that says “the best methods are therefore those that supply ‘comprehensible input’ in low anxiety situations…improvement comes from supplying communicative…not from forcing and correcting production.” As he said, comfortable environment is most important for students to learn language fast. Students can find out learning second language is fun, not fearful or difficult by participating actively themselves.