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**Essay Topic: My experience of L2 Acquisition – a Success or Failure?**

 When we acquire language there could be two different ways: acquisition vs. studying. While most of the people are familiar with the studying way, the way of acquisition is much more effective and natural, because it follows the process of how we developed L1. More specifically, acquisition allows subconscious acceptance of knowledge and the information is stored deeply in the brain as result. In my case, I believe I could successfully acquire English naturally through two different time period: when I was eight and fifteen. These are the two periods I will discuss in my essay to support my acquisition of English.

When I was young, my family had a chance to stay at the United States for a year and I could spend a full year as a first grade student of a local elementary school. This was my first time being exposed to English using environment. I attended local class along with the ESL program. My homeroom teacher was Mrs. Mitzusima. Once, she had to solve a conflict situation when a Chinese boy in the class teased me. She listened to both sides and gently asked the boy to apologize. I was impressed by her fairness and respect that she showed to both of us. Later, she also judged fairly when I did wrong acts, too. Through her fairness and respect, I could put my trust in her and open up my mind, forming **Rapport** toward her. Also, by showing **Effective Teaching Qualities** such as listening to their students, showing respect, patience, and problem-solving method, I could form rapport more deeply with her.

 In addition, the class had **Modern type classroom**. The students mostly sat on the carpet without any desk arrangements, easy for us to do some pair works or group works. There were also lots of presentation and various activities during the class. For example, students paired up and made art pieces together, or everyone prepared a presentation about a topic they were interested of and introduce it to the class, or we made valentine cards for everyone in the class. Through these various activities and communicative class, I could acquire **English Skills and Systems** such as listening, speaking, writing, grammar, vocabulary, phonology, function and discourse in a combined way, in natural circumstances where the expression was needed. However, I do not really remember being stressed out or anxious about these English using situations. At some point I was using English naturally, without much translation going on in my head. I believe I accepted English subconsciously through using English under natural communication with peers and teacher, in order to fulfill authentic purposes in actual life. This could support there was a **Second Language Acquisition** within me.

 After coming back to Korea, I attended a number of academies and most of them used the studying way. However, there was an English academy class when I was fifteen when I could again experience acquisition. At the class, we prepared an English act with my classmates. The teacher let us decide the roles by discussing one another who would best suit each role. He corrected and directed the class with minimum participation. Our ideas for the details of the play were mostly accepted. The teacher was an Enabler, regarding the **Three Teacher Types**. Under this acceptable environment, positive atmosphere was formed so that we could feel comfortable in communicating with each other, boosting **Classroom Dynamics**. Also, the other factor that increased the Classroom Dynamics was that the students had similar level of **English Proficiency**. In other words, the peers were all placed in a right level class where we could have right amount of challenge in acquiring English. Also since most of us didn’t have much problem in communicating in English, the communication could be smooth and effective. For the last but not the least, we could use our own **Multiple Intelligences**. Some could perform their role very artistically, showing kinesthetic skills. For me, I used musical intelligence in deciding appropriate background music for each scene. Also, I used linguistic intelligence as a narrator of the play. It was fun and enjoyable. Through this experience, I could develop my self-esteem and confidence when using English.

 Through these experiences above, I could succeed in natural acquisition of English. These experiences became the foundation of my interest in learning English and high self-esteem.

(733)