**Triumphant experience of acquiring English in theoretical perspective**

By given this topic, I had an opportunity to reminisce about old days of childhood. Generally, I obtained golden opportunities and appropriate settings at the first time, then it was highly conducive to having strong internal motivation. In the process of acquiring English, I could also realized that many teachers had utilized many ***“Krashen’s Second Language Acquisition”*** in a subconscious way. In this essay, I will mainly present my successful acquiring affair in chronological way in terms of hypothesis of TESOL Course.

In the first place, my childhood learning started at the age of ten. My first English Tutor Sarah was a truthful window of opportunity to English. She must be versatile English instructor with both full of experience and well-acquainted teaching methodologies. English tutor Sarah was an involver, she demonstrated of each spells of English very carefully and affectionately took my hands into her mouth to observe then let me imitate her accordingly. She was not only well recognized of my **multiple intelligences** as strong **visual** and **kinesthetic** also must be knowledgeable of “**The** **Monitor Hypothesis”** and “**The Affective Filter Hypothesis”** in order that I could easily acquire the ways of pronouncing each English spells in a correct fashion without having any kind of emotional obstacles. She always tried her best to develop **rapport** with me by chatting. A set of textbooks and tapes were useful tools that each tape was consisted of **demonstrations, songs, role-playing dialogues** so that these elements made me feel like learning as playing games. On top of that, by setting a biweekly regular free-talking gathering to have a shot at employing key expressions in **real circumstances**

Secondly, in my teens, I could fully immersed in English-spoken surrounding by living in Canada for a couple of years. My mother brought me to Canada since I had started to learn English less than a year. Canada was an ideal fairy-tale country for me in all direction. I was fully enchanted with the exotic appearance of people particularly with regard to a wide variety of colors of eyes. Also, the relaxed ambience of the city and picturesque landscapes were looked as if an ideal paradise for Adam and Eve. It greatly inspired me to have strong internal motivation to speak fluently. At that time, I attended some English-courses in private school, Teacher Justin was a man of tact. Now that I am think of it, he subconsciously already well aware of both **“The Natural Order Hypothesis”** and **“The Input Hypothesis “.** He taught us **“Tenses”** and then moved onto **“Modals”.** So it seems like that he elaborated each grammatical chapters by predictable order. In addition, After He briefly illustrated each grammatical concepts and then introduced more difficult concepts. He instructed students to make one-minute imaginable funny role-playing dialogues including certain language structures and new words. Plus he always gave us a stack of assignments of writing journals as well as find out fifty word’s English definition and example sentences. Subsequently, even though it was really tough, it turned out to be highly beneficial for me to improve my English proficiency.

 Once coming back to Korea, I really captivated by strong desire to make progress just prior to acquiring B.A degree in English Literature. Thus in winter vacation, I had chosen one famous academy in adjacent to Jong-Ro subway station, Lesson plans were goal-oriented, customized, Teachers provided me weekly plan as well as monthly plan, my goals and it was imperative to pass both weekly tests and monthly examinations. They implemented highly strict standards on their level test so as to double their value in brand image, on the other hand, they also encouraged students to express their ideas in the classroom then gave students a regular transcripts with detailed feedback. So I was satisfied with the visible improvements of my English. According to Knowle’s six principles of adult learning, I was not merely **internally motivated** also **goal-oriented** by customized study plans and thorough assessment.

 In a nutshell, each steps of childhood, adolescence, adulthood, many teachers subliminally have utilized diverse teaching methodologies such as ***“Krashen’s Second Language Acquisition*”** as well as “***Knowle’s Adult Learning Theory and Principles”.*** Thus, I strongly argue for my experience as victorious on account of three rationales mentioned above. I personally believe that these three detailed experiences above are sufficiently convincing enough to represent that I was successfully acquired second-language in my life.