Dynamic Experiences in Second Language Acquisition

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At the beginning of learning English was difficult but it is now immensely huge part of my life. How did I learn this language and how was I successfully using it? The time of learning English started a long time ago but my second language acquisition is successful. In this essay, I will describe my experiences step by step how I use English.

To start this essay, I thought of my past 15 years of learning English. The first idea which has struck me is chalk-talk. When I was in elementary school in Korea, teachers tended to have board writing. They rarely showed their face but back. It was also based on teacher-centered like **traditional teaching** (reference) in a classroom. Mostly lectures and reading tasks held at this time. So, Students hardly asked questions and had to memorize everything in order to pass the exams. However, I was different. I kept asking questions to the teachers just like an auditory learner. Furthermore, I loved to learn new vocabulary because I was amazed that I could actually say another language. It was enormously fun to me. Thus, I was happy to spend my time to learn English, memorizing the words in fact. At this time **language system** (reference) were not fully exposed at all except phonology and lexis.

Unlike Korean classrooms, American school had **modern teaching** (reference) classrooms. It was a student-centered classroom basis of that students concentrated using the target language only in a small. There were various activities, conversation, and interaction among students. There was a teacher who named Mrs. William. She was the one who pushed me to have an amazing English class. Among 3 different **teacher types** (reference) she was an involver and an enabler at the same time. Mrs. William encouraged and gave praises for me to speak a word even though my pronunciation was not perfect. She kept guiding me to follow her instruction well and tried me to have confidence in speaking. Several weeks after, I was able to tell my opinions to the class so that I would improve self-esteem. Though there was **Audio-Linguistic Method** (reference) in the classroom it helped me to keep reminding some words and phrases throughout repetition during ESL class.

As time went by, I finally well mingled with other students in the class. So one day, I was a conductor in the Band. My English was not fluent at all but the teacher realized that I was capable of controlling and cooperating with other students. I think it was the reason that the teacher knew learners’ **Multiple Intelligence** (reference) well. I loved to remember friends’ names and things whatever he mentioned in class. So he caught my interpersonal and kinesthetic intelligences. At this time **classroom dynamic** (reference) was successful because we were highly motivated to achieve our goal for the graduation ceremony. Throughout teaching others; **Learner Retention** (reference), my comprehensive input was successfully worked in every class. I was happy to join school events like choir and the band and I was also a member of soccer and volleyball team. In these classes and activities, the **Acquisition-Learning Hypothesis** (reference) took place where natural communication placed because I started to communicate with other students whose first language was English.

Finally, the most important reason that my SLA is successful in my life is a good **rapport** (reference) with teachers and other students. All of above my experiences are under a good relationship between teachers and learners. Under teachers' appropriate circumstances asking questions and receiving praises between learners provide positive reinforcement of language learning. Likewise not only a teacher teaches but also students teach each other in certain environment. Establishing a close rapport in language learning is beneficial for acquiring the target language.

To summarize this essay, it is a wake-up call for me to find and learn more about learning and teaching methodologies for my students. **Language Systems and Skills** (reference) are also important but if you do not have a good rapport in a classroom, the L2 learner might fail to learn the target language. Not all of these experiences may happen in every classroom but to motivate students, rapport is the first factor the teacher should concern about. As I am currently teaching students, I bear those factors in my mind to become a better teacher in the future. Hence, above these dynamic experiences, I finally am able to speak in English fluently and I am sure that my second language acquisition is successful.

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