**My Life**

and

**the English-Speaking World**

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 Many fellow students in Korea seem to experience a failure or have had a horrible experience in second language acquisition, especially *English.* I, on the other hand, experienced the total opposite of what many Korean students went through. To clarify, I lived in the States during my early childhood. However, I came back to Korea during my school years and enrolled in many different international schools. I believe that this so-called, *English-Speaking World* environment with wonderful teachers, and many other components helped me to acquire successful English language skills. However, in this essay, I would like to focus on how the following two areas 1) Experiential Learning, and 2) Teacher’s Teaching Experience helped me to succeed in English acquisition.

 First, experiential learning played a great role in my language learning process. I still remember our teacher providing us with many hands-on activities so we can be active learners in class. For example, when we were learning the letter “D”, our teacher provided us with playdoh and told us to make the letter “D” using it, and decorate it to make it look like a “deer.” Like this, I was able to have a high retention rate of the letter “D” because I was active in the learning process. Especially, I feel like in the early years of life, the learning preference of children is more about tactile, using their hands to learn. rather than simply listening to the teacher explain or lecture about what a “D” is or list all the words that start with the letter “D”. Now that I think of it, she did not believe the jug and mug concept trying not to be the initiator of knowledge by pouring onto us new knowledge, but let us explore it ourselves and find fun in learning a language. Thus, not the passive, but the active experiential learning helped me be successful in acquiring a second language.

 Second, with more teaching experience, the teacher has great confidence in teaching and acquires many different teaching techniques, and are able to provide many teaching options to choose from. These help the teachers to be more of an enabler, who shares control with students, and be more than a teacher but a life counselor, and sometimes as a resource of knowledge), than an explainer. They try to let the students’ interests guide the class. My teacher in upper elementary had a lot of experience in teaching, and she would always come into the English classroom and asked what type of project they would like to do for the “Past Participle Tense” chapter. This enabled me to choose what I am strongest in and integrate it with the project. Also, these teachers tend to have the EAR. They would always care for me, be themselves, and respect me even though I was short in English at times. Therefore, my teacher’s experience in teaching helped me in learning English.

 In conclusion, I believe that the following two areas 1) Experiential Learning, and 2) Teacher’s Teaching Experience helped me to succeed in English acquisition. Especially, having Korean as my mother-tongue, it was hard for me to learn English at first. However, having my teacher let me experience English as a play, rather than what I have to learn, I was able to have fun in learning English. Also, with my teacher having a long teaching experience, she was able to let the students lead the class, which enabled me to learn what I wanted and how I wanted to learn English. Thus, the following two areas 1) Experiential Learning, and 2) Teacher’s Teaching Experience enabled me to acquire English as my fluent, and successful second language.