Soo young Han

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My experience of L2 acquisition

 By this time, people around the world have made every effort to learn English as a second language. There is **‘acquisition’ vs ‘study’ hypothesis** by Stephen Krashen which is about the different styles of learning. In the past, ‘study’ was regarded as the most efficient way. The way of ‘study’ is unnatural and basically through a memorization consciously. Although the speed and efficiency of ‘study’ seem fast, they decrease soon. It is easily forgotten and non-communicative.

 However, a recent atmosphere of learners has changed. In contrast to the temporary memorizing system, they want a similar way that they’ve done for their first language. This way is called ‘acquisition’ which is a subconscious acceptance of new language. Based on this hypothesis, my second language acquisition experience was a success.

 I believe building a pure interest without any negative preconception about learning another language was the main reason of my successful acquisition. The fact that I felt pure interest about English is supported by **classroom dynamic** and **great rapport**.

 When I was 9 years old, I took a group lesson with 2 students. We studied at our own home and switched the place per month. That naturally made me thought about classroom as a comfortable place to learn. Despite the home could not be a good place to concentrate properly, my teacher tried to make the classroom enjoyable. To build an interaction between a teacher and students, also among students, my teacher brought many activities in the classroom.

 First activity was based on **individual learner differences**. Before the lesson started, for example, she asked us to tell a daily event what we had done. It shouldn’t be a great story in a perfect English sentence. She just wanted to know about our interest and daily life outside of the classroom.

 By having a small talk, she found out individual’s various talents. She linked this to the second activity that is based on **multiple intelligence theory** by Howard Gardner. According to the theory, there are at least 8 distinct intelligences and every individual develop some of these over a lifetime. She set a ‘teaching day’ up for us to share diverse intelligences together. At ‘teaching day’, each student prepared a short lesson for others. The subject could be anything. I still remember that I taught others how to stencil because I had a visual intelligence.

 For the last activity, she often gave us a group homework that helped us to keep a close relationship. Before I met my teacher, I liked to do things alone. Since I started a group activity, I could easily develop my English speaking skills as well.

 It is important to add the **types of classroom** and **types of learner**. As I described, my classroom was more modern classroom like. Compare to traditional classroom, there was a flexible interaction between my teacher and students by doing many group activities. The desk arrangement had changed depends on that day’s activity like a scrabble day, a teaching day, a quiz day and etc.

 Related to the different classroom type, learners can be divided by two types. There are ‘rule-formers’ from traditional classroom and ‘data-gatherers’ from modern classroom. I was a data-gatherer that was more sociable and communicated fluently but was inaccurate with ingrained errors. On the other hands, rule-formers are focused on accuracy so they score well on tests. Even they are good at scoring, they hesitate to speak because they concern about errors.

 Furthermore, other things should not forget are **3 teacher types** and **learner retention rates**. My teacher was an involver and an enabler as well. She was knowledgeable about the subject and tried to make good classroom dynamics with a strong rapport. She brought various activities such as a ‘teaching day’ and a ‘scrabble day’. She made us to search new words before a scrabble day, and if we scored by using a new word she gave us a special treat that was a great motivation for us. Therefore, I could develop my lexis in a short time.

 By using ‘mentoring others’ and ‘cooperative learning’ techniques, naturally my teacher talked less and students talked a lot. Consequently, I could remember permanently.

 To conclude, I’ve accepted a second language gradually and naturally.

As my experience, I suggest that learning a second language should follow a **natural order hypothesis**. It starts slow, but it becomes faster than the way of ‘study’. The knowledge learned by ‘acquisition’ which throughs a communication naturally retains permanently.

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