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Analysis of my experience of L2 Acquisition

The acquisition is the way one gets the first language, meaning one learns it subconsciously through communication. According to Stephen Krashen, the second language can be picked up by acquisition or learning and memorizing. This essay will cover how I acquire English at an international high school and how it was successfully acquired.

Before I start addressing my experience in high school, I would like to mention my 9th grade teacher. She was one of the great teachers I have known since she carefully looked into **individual learner differences** and noticed that I was interested in learning new languages. She suggested me to go to an international high school; thanks to her, I could go to the school and exposed in English way more than those who went to a regular school.

The other one of the great teachers I would like to mainly focus on this essay is Mr. Ko, the 9th grade English teacher. In the first class of his, the whole class was about “Icebreaking.” We set around in one big circle without desks and chairs, and one by one, we talked about our name, hobbies, and what our Mr. Right would be like. To recall my youth, this was my first day I actually thought of Mr. Right and share with others. Through this activity, not only that all of us could get to know each other better, but the **class dynamics** itself got so much excited just by adding this one little thing. Everyone already loved him in the first class for his friendly **rapport**. Needless to say, The Class was full of positive dynamics.

Within the positive dynamics, all students participated actively in his class as he was an **involver/Enabler** type of teacher. In the first semester, he mainly adopted a visual and auditory among **three learner modes**. First, we watched the “Big Bang Theory” episode without any subtitles. Then, he played it two times more for us to fill in the blanks of the script he prepared as a worksheet. When everyone filled in the blanks, we had volunteers to do a role play. This particular activity made us use all four **language skills** and five **language systems**. Specifically, we listened to it, wrote it down, read out the worksheet and spoke. It was an easier way to subconsciously learn phonology, lexis, grammar, function, and discourse of the English system.

In the second semester, he now prepared a famous Korean sitcom with a Korean script and let us translate it and play it in front of the whole class in English by groups. We were allowed to use our phones to google it whenever we face difficulties, which made us be a **data gatherer**. It was interesting to see how other groups got various expressions and everyone could learn from their colleagues. Furthermore, Acting was something that could fall under experiential learning since we had to practice a lot and use our body for acting. The **Learner retention rate**,in this case, is up to 80%; it was incredibly effective to acquire English in an enjoyable way.

From the perspective of students, based on the **Affective Filter Hypothesis** by Stephen Krashen, almost all the students were highly motivated with high self-esteem. All of us took a certain test and needed a reference letter to enter the school. In other words, students voluntarily wished to go to an international high school with their strong enthusiasm. The system of the school helped us to lower the anxiety; there were only 20 students in one class, comparing to 40 in other regular high schools. All 20 students were very friendly and felt we were a family as we eat, sleep, and learn together the whole time in English-only dormitory and classroom. Given these facts, it was much easier to let English be stored in “Language Acquisition Device.”

As a result, I had enormous and myriads of **comprehensible input** through education given by great teachers and school I had. Looking back to my experience with knowledge of teaching theories, I could now consciously realize that the role of teachers can substantially affect one’s life.

Word count: 704