

Essay Topic: My Experience On Second Language Acquisition- a Success Or Not?

There are two ways of learning a second language; through studying for academic purposes or acquiring the same way of learning a first language by certain environments. Second Language Acquisition has a stronger effect as it inserts subconscious acceptance of knowledge through communication, even though the process begins slowly at first. Through Elementary years to High School years in Korea International School, I have achieved second language acquisition by the positive environment of classrooms, unforgettably great teachers, and diverse learning skills with their resourceful teachings.

For starters in Elementary School years, the **Classroom Dynamics** were filled with attractive resources of students from previous year's activities, calm background music, tables were together in groups, allowing students to engage in projects as partners or in groups. In the reading session, the tables are arranged into a horseshoe or as a circle with books matching our reading level, evaluated by **Assessing Language Proficiency**. Approachable mentors or teachers made me feel comfortable to speak about my opinions on specific topics during discussions together, transforming my timid self into an active student. Connecting with **Learner Modes** combined; Visual, auditory, and kinesthetic basics involved in projects, activities and reviews before every test, these made me feel less isolated as I was able to participate and enjoy class hours. I used to work on projects or assignments alone due to my reluctance to collaborate, but the dynamics of the class environment stimulated my curiosity and hope to share my ideas and opinions to others when cooperating. The desks would be organized to the front, separate from other students as I could focus on only tests. However, in general, the classroom's atmosphere and setting were following the **Modern Classroom**.

With the following classroom dynamics remaining the same through years in Middle school and High school, the teachers recognized and acknowledged the **Benefits of Multiple Intelligence theory**, for many students have different types of "intelligence" or potentials helping for their future. As for me, they have seen that I was of Visual, Interpersonal, Intrapersonal, and Linguistic Intelligence combined. But as the years went by, the school itself had teachers to establish the **Learner Retention**

Rates more seriously, determining what made students able to learn more and quickly other than using the reading, writing and listening abilities. Thus, it is why most of the teachers were either **Involvers** or **Enablers**, urging me to join others as groups into discussions or projects as the teachers would observe us to see if we understood the topic. I felt as if they were trusting me and my skills in the process of English.

As I recall my memories of teachers through Elementary to High School years, most of them left me great impressions with good **rapport** as mentors. For instance, one of my weaknesses in my second language was grammar and I was embarrassed about it. Yet, they empathize with my insecurity of English skill, showing patience in my progress and never making me feel bad about myself, helping me improve my English. Classrooms having 20 to 30 students, teachers were long aware of **Individual Learner Differences** for the school itself had diversity of students from different ages—Elementary to High School years—, ethnicities, cultures, different motivations, health conditions, and personalities. Understanding and accepting the differences of students made them have great relationships between mentors and pupils. Even to this day, whenever I think of them all I felt were appreciations and nostalgic feelings of the memories of how much they believed in my improvement in acquiring the second language.

Looking back on my school life once again as I attended TESOL class, I learned how the learning can be so welcoming to students like me. In Elementary years, of course the students may need assistance from teachers as much as how I needed to complete assignments while gaining full understanding of a second language. To be frank, I never really took studying seriously but I was more caring of how much I was worth for the teachers to care. I wanted to scold my past self for callous attitudes occasionally shown since little, but this reflected me to become a good example of acquiring a second language hoping my future pupils or students would become communicatively competent while enjoying English as much as I am now.

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