**Name: Ha Young Jang**

**Class Number: 222WK**

**Essay topic: My experience of L2 Acquisition- a Success or not?**

My experience of English acquisition happened during the time my family temporarily moved to China in 2006. I had just finished my second year of middle school in Korea and decided to attend International School in China, which primarily used English. There I met Ms. Kim and she was my English Literature teacher for 2 years. To this day, I believe she played a major role in helping me successfully acquire English in a natural and enjoyable way. Therefore, I want to share some of her unique qualities as a teacher and methods she used to create dynamic classroom environment, which have overall facilitated my learning process.

As I started my school years in a foreign school, I was overwhelmed by major changes in a completely new environment. I was terrified of taking classes using only English. However, Ms. Kim knew how to make me feel welcome with her **effective teaching qualities①.** At the beginning of every class, she greeted each student with a smile. She was always 30 minutes early and enjoyed spending time with us, which created a positive **rapport②** between her and the students. When I could not get along with others, she would come over to ask me about my day. Although I was not fluent in English, she listened attentively and responded with genuine interest. I could tell that she cared about me, which gave me a strong sense of support and acceptance. By building mutual trust and friendship before the class, Ms. Kim helped me develop a positive attitude towards learning.

Ms. Kim ran a **modern classroom③** and the focus was always on the students rather than the teacher. She was involver and enabler at the same time based on the **3 categories of teaching style④.** Most of her classes required a lot of group discussion and debate after reading a book. Instead of lecturing on the book, Ms. Kim quietly observed group discussion and listened to what students were saying. She also used a variety of materials such as classical movies, popular songs, role plays to stimulate **3 learner modes⑤** and maximize **learner retention rates⑥.**

While I loved the open and creative classroom dynamic she created, I still struggled to keep up with the class due to my poor English communication skill. Ms. Kim’s class required multiple mix of **language skills and systems⑦**- especially speaking and intensive reading. My English was far from proficient, and I could not produce sentences longer than 6 words at that time. I relied heavily on simple vocabulary I memorized in Korea to communicate at a basic level. Based on the **assessment of language proficiency⑧**, my English level was high beginner.

That being said, Ms. Kim never gave up on me. She was well aware of **individual learner difference⑨** and that I needed a lot of assistance in terms of doing homework and participating in class. After the class, she spent extra time to help me with the reading assignment. During the class, she used simpler words to rephrase the story of the book, which became my comprehensible input based on **Stephen Krashen’s Input Hypothesis⑩.** She also encouraged me to share my thoughts in front of people by asking a lot of questions. At first, I was so scared to make fool out of myself. However, her constant encouragement and positive feedback for two years pushed me to utter words into sentences until I was able to convey my thought without much difficulty. This process took a tremendous amount of time and patience for me and Ms. Kim but it gave me a boost of confidence and motivation to learn English and read English novels.

Looking back on my journey of L2 acquisition, I believe the role of a teacher is the most crucial factor. I would not have come this far if it were not for Ms. Kim’s support and patience. I believe anyone can acquire second language as long as a teacher believes in his or her students. I hope I can do the same for my students in the future. (719)