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My Successful Acquisition of L2

English was not my first language. It was a second language which became developed during my childhood and advanced by the time I graduated from high school. There were considerable learning strategies applied to my second language (L2) acquisition.  I have successfully acquired English as my second language, thanks to a combination of natural approach, modern classroom environment, and effective teaching qualities.

The introduction to my L2 acquisition was the **natural approach**, during my childhood.  I grew up in South Korea, but the English language was always present. During my toddler period, my mother was my initial L2 teacher.  She first taught me the alphabet, by singing the ABC song which allowed me to become familiarized with the phonemes.  As I became older, my mother suggested reading books that we would review afterwards.  There was a wide selection of books consisting of both fiction and non-fiction, such as Hellen Keller biography, Greek mythology, Tess of D’Urverbille, etc…  Apart from my study sessions, there were also frequent family vacations to the United States (US), where my father’s family had lived.  My relatives spoke English, so this was an ideal situation where I put speaking into practice.  Most of my cousins were near my age, so use of difficult words were not needed when playing.  While various **learner modes** were put to use in different situations, I was acquiring L2 naturally at a young age.

My childhood experiences prepared me to transition with ease into the next phase of my life: entering school in the US.  The most memorable learning experiences were from **modern classroom** environments that encouraged constant collaborations.  I was lucky to have teachers who established great **classroom dynamics** in all my English classes.  These teachers were charismatic yet respectful.  They brought out the best from their students, as a result of building a good **rapport** early on.  Even with a simple greeting, they showed interest in every individual student, and encouraged them to actively participate and discuss their assignments.  The teachers that portrayed the **involver** and the **enabler** characteristics typically facilitated their classes well. I always remembered feeling included and found moments to shine, as there were equal balance of teacher talk time and student talk time.

One of my favorite teachers taught high school English Literature, who had demonstrated **effective teaching qualities**.  She was mostly an **enabler**, as she stepped back to allow us to work at our own pace.  There were bi-weekly assignments to complete book reading, followed by group presentations in front of the class.  These assignments typically meant that book reading would be completed at our own pace, then explore our ideas with potential teammates for group projects.  The students had the freedom to use any source of materials to present with, which would sometimes instill competition.  We met outside of class to discuss our roles and how and what to present.  Being assigned to presentations encouraged teamwork and transformed us into proactive **data-gatherers** to further collect supporting materials.  These group presentations not only allowed us to review the lesson, but also observe the same information in different perspectives of each student.   The act of presenting was like a form of teaching, which resulted in the highest **learner retention rate** in remembering this particular class session and its lesson. Group presentation projects were also remarkable ways to approach learning, due to **multiple intelligences** applied. Reading the assigned book at our own pace demonstrated **intrapersonal intelligence**, while engaging in group discussions and presentations showed **interpersonal** and **verbal-linguistic.**  Since all groups used visuals for presenting, **spatial intelligence** was also encouraged.  Each student had an opportunity to utilize his/her own strength for contribution while absorbing the lesson.  I especially loved projects that included visual presentations, as it was a way to display my interpretation of worded passages.

Learning a language has often been compared to a complex game. I have always assumed that age and environment greatly attributed to my acquisition of the English language.  Having learned the concepts of teaching recently, there were more considerable factors.  I have developed my English as a second language with a natural approach, gradually advancing with the support of modern classrooms and effective teaching qualities.