**My experience of second language acquisition – a Success or Failure?**

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The definition of second language acquisition and studying is the studying and acquisition of a second language once the mother tongue or first language acquisition is established. **Second language acquisition** is similar to the way people learn their first language. I personally believe that my second language acquisition experience was successful. I would like to share two of my turning points of learning English which finally made me acquire English.

First of the two was when I first met English which was when I was 8. It was almost 30 years ago and at that time, students learned English as a part of their regular curriculum in middle school. Compare to the general social norm, I started quite early. It was through a private institution at my teacher’s home. The teacher was my neighbor and, at the same time, she was a parent of 2 children whom I went to same school with.

The English class was a group lesson with around 15 students. I felt the teacher really tried her best to develop rapport in many ways. **Rapport** in language learning refers to the relationship between the teacher and the learners. Teachers try to build good rapport with the learners in order to produce an environment that is effective for learning.

**First of all, she remembered everyone in the class and always made eye contact. She also respected all students even when we were naughty children**. If the teacher noticed that students had difficulty with a task in what we were saying or the way we behaved, she spoke to us in a calm manner and gave us her full attention. I strongly believe that she could have done so because she understood **individual learner differences** very well. The teacher prepared various activities to increase energy and motivation in the classroom. The variety of activities all contained **Visual, Auditory, and kinesthetic learning mode**. She showed us Disney animation video tape which was children’s favorite. She wrote lyrics to familiar children’s song with vocabulary to remember and played guitar. All of us sang a song with easy dances. We also did lots of English games and we were free to run around classroom. The teacher **praised students as much as possible during the class. All these factors together created strong Classroom dynamic. She was kind of involver teacher with Modern teaching. She knew many teaching techniques, strong rapport, maintained good classroom dynamic, balanced S.T.T & T.T.T, many lesson preparations. Thanks to all her efforts, many students including me were able to develop multiple intelligence such as visual, kinesthetic, musical, interpersonal, linguistic intelligence.**

**When I think myself at that time, I was a data gatherer which is fluent communicator and was more sociable although my English was inaccurate and had ingrained errors. I had a high motivation, high self-esteem and no stress about English. It was fun and enjoyable time and it helped me acquire English. According to Stephan Krashen’s Affective Filter Hypothesis affective filter can be prompted by many different variables including anxiety, self-confidence, motivation and stress during language acquisition.**

**However, the English which I studied in middle school and high school was totally different. The teachers in high school were basically explainers with traditional teaching. There was lack of speaking and I was never learning through discussions and physical activities. The class was lecture based and student’s role was passive. We were focused on the learning of grammar and** memorizing verbs and vocabulary to get good score on the test. It affected me to have low **learner retention rate** because most of the techniques that the teachers used were Lecture, Reading, Audio visual. Nevertheless, I can’t deny the fact that my knowledge of grammar is mostly from this period.

After I graduated from university, I had a chance to work abroad. While I was working abroad, English was essential to survival and life itself even though it was not an English speaking country. Particularly because I worked in the hotel industry for last 12 years. In the front of the house, I had to understand clearly and effectively what the guests demanded and how to satisfy them. I had to deal with hundreds of guests from all over the world, all of whom had different tone, accent, pronunciations. Obviously I also had to consider each guest’s English **language proficiency** for a smooth communication. At the back of the house I had to submit the acceptable level of daily report in English to my British General manager. Also I had to organize meetings and trainings for the staffs in English. Definitely, I learned by doing and made huge step forward to the second language acquisition.

While I am writing this essay, it reminded me of the long journey of learning English which is not completed even now and I don’t think it’s even possible. Despite this, there is one clear reason why I believe that my second language acquisition was a success. It is because of the memory of both teacher and students enjoying teaching and learning English from the very beginning. Those childhood dynamic classroom memories helped me as a driving force for such a long time even now as an adult without losing affection and interest in English.