

about students' level of understanding nor natural order of learning but being busy to cover what they had to teach, just like other subjects. They wanted to produce students with good scores but not communicators with the language they were teaching. I felt depressed and lost confidence that I turned to be passive in the class. Eventually I did not want to express myself in English because of being afraid of making mistakes and not meeting teacher's expectation.

Yes, there must have been certain types of expectations between both teachers and students in the class. Even though teachers would come up with study goals for each semester, I did not have proper opportunity to share them with either teachers or my peers but guessed it should be only good grades which I could barely pursue. Those goals didn't seem to reflect **individual learner differences** where students could set up and reinforce their own goals. If I had had good **rapport** with teachers though, I would have been motivated to acquire my second language differently. That would have set up **classroom dynamics** more positive, communicative and interactive.

Whenever I recall my English classes, I can find myself worrying about tests and then grades constantly. The more you think about judgement and teacher's opinion of you, the more nervous you become. According to Krashen, there is an obstacle to language acquisition, and he calls it **affective filter**. He claims that learners with high motivation, high self-esteem, and a low level of anxiety are likely to succeed in second language acquisition. All these things together, I must admit that my L2 acquisition is a failure. However, because of that negative experiences, I can understand/communicate with students who are suffering from learning English. Through TESOL, I will be better equipped to help them motivated and receive comprehensible input in a zero-anxiety environment, which is the only way of acquiring language. TESOL will be a great help for me, I trust.

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