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Essay Topic: My experience of L2 Acquisition – a Failure

L2 acquisition refers to a method of subconsciously accepting a second language, which is different from studying the second language. In this sense, the L2 acquisition is retaining languages into our brain permanently while studying the second language means memorizing the second language which can be forgotten. My L2 acquisition was a failure because my English teachers could not incorporate necessary teaching skills required for the L2 acquisition. This essay will discuss my English learning experience from my teenage years which is in between my age of fifteen to nineteen.

To start with, I have become a **Rule Former** under a grammar-focused teacher. Whenever I was speaking English, my teacher corrected the wrong grammar that I used in my English. Although these corrections made me do well on grammar exams, I have lost some fluency in speaking English. According to the **Monitor Hypothesis in Second Language Acquisition,** I was thinking about correct grammars before speaking which lead to lack of fluency in my spoken English. Furthermore, being worried about making grammar mistakes in my speaking created anxiety in learning English. Eventually, the anxiety has created an **affective filter** in my brain which prevented myself from accepting English as my second language.

Moreover, most of the English lectures that I received during my teenage years were related to **traditional teaching**. In the mug and jug style lecture, the only time I participated in the class was asking some questions after the lecture was over. If I had more group discussions during my class, I would have improved **learner retention rates** as well as **multiple intelligence**. This is because group discussions allow me to retain more English knowledge in my brain compared to reading textbooks and listening to the lecture. Cooperative works also help students to develop some other multiple intelligence such as interpersonal intelligence whereas traditional lecture based teaching mostly focuses on developing verbal/linguistic and logical/mathematical intelligence.

In addition, some of my English teachers were so focused on auditory lessons that they did not take visual and kinesthetic teaching methods into consideration. However, there are **three learner modes** and each student acquires different amounts of English depending on what kind of learner modes are adopted in classes. In other words, using all three learner modes is important because some students learn better by using the kinesthetic method while others learn better by using the visual or the auditory method.

Lastly, I had some teachers who were not familiar with **individual learner differences**. They were not aware of some concepts like boredom thresholds and senses of humor. Even worse, some of them were even authoritative, sharing no authenticity with students but just hiding behind their job titles. Although, teachers being authoritative made students memorize English vocabularies, this method failed to motivate students to acquire English vocabulary without any anxiety. Looking back at the old days of my English learning, authoritative teaching was not an **effective teaching**. The effective teaching, in my opinion, would have been sharing authenticity with students, which is about revealing the teacher’s true-self and getting to know students’ true intrapersonal characteristics as well. Since there was no senses of humor but just authorities in my class, it was difficult for students to build a strong **rapport** with the teacher. Accordingly, classroom dynamics could not be boosted due to the authoritative learning environment without any senses of humor.

In summary, I failed to acquire English as a second language due to several reasons. It was the impossibility of creating authenticity with the teachers, not being able to study in the right environment where students can naturally pick up English as a second language, and a failure to become a **data gather** with zero anxiety. In terms of language and learning, as a future teacher, I have to be different from my teachers in the past. To be specific, having a survey about multiple intelligence is a good idea. The survey will show me which type of intelligence each student has and therefore which type of teaching method should be applied to my English class. If there are many students with interpersonal intelligence, I can apply group activities that require cooperation between my students. If the majority of students have naturalistic intelligence, I will have more outdoor activities during my class.

Word Count: 727